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ABSTRACT

A study was conducted at Miami-Dade Community College, in Florida, to determine the level of satisfaction with college programs and general perceptions of their college experience among students who applied for graduation during 1991-92. Completed questionnaires were received from a total of 3,764 students. Study findings included the following: (1) with respect to 12 target competencies, 84% of the students were satisfied with their ability to read and understand college-level material, while 79% were satisfied with both their ability to think critically and their self-understanding; (2) with respect to 14 college services, over three-quarters of the respondents indicated that they were aware of the services, although approximately half had not used some of the services; (3) all of the services received satisfactory ratings of at least 80% except for job placement, which was rated as satisfactory by 68.3%; (4) 87.6% of the students rated the quality of instruction as good or excellent, while 90.2% thought that faculty exhibited concern over students and student progress; (5) 78.8% thought that non-faculty personnel exhibited concern for students and their progress; and (6) from a sample of 834 questionnaires which included responses to open-ended questions, "concern for the student" emerged as an important aspect of the educational process for students. The appendices contain 38 data tables and the survey instrument. (BCY)

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HOW DO STUDENTS APPLYING FOR GRADUATION EVALUATE THEIR EXPERIENCE AT MIAMI-DADE COMMUNITY COLLEGE?

Research Report No. 93-10R

December 1993

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HOW DO STUDENTS APPLYING FOR GRADUATION EVALUATE THEIR EXPERIENCE AT MIAMI-DADE COMMUNITY COLLEGE?

Research Report No. 93-10R

December 1993

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ABSTRACT

This report presents the findings of the administration of the Graduating Student Survey (GSS) to M-DCC students who applied for graduation during the 1991-92 academic year. The GSS was designed to tap the attitudes, overall satisfaction, and feedback of students completing their program regarding several dimensions of their college experience.

Twelve research questions are addressed in the report, which is composed of two parts. Part I reports quantitative data generated by student responses to several objective survey items. Part II provides a detailed analysis of qualitative findings resulting from 4 open-ended survey items to which students generated a written response. Report data are available at the college and campus level, and by enrollment status (e.g. part/full-time, day/evening), and degree status.

SUBJECTS: A total of 3,764 students applying for graduation completed the GSS on a voluntary basis; 60% of these students graduated from Miami-Dade by March, 1993. While similar to students who graduated during 1992-93 in gender breakdown, the sample differed in terms of ethnicity, age, and degree type.

RESULTS: The major findings of the study were as follows:

Factors that facilitated M-DCC success: Students identified "really wanted to get a degree" (77%) most frequently as a factor that contributed to their success at M-DCC, followed by "courses applied to my career" (47%). Faculty/advisors and adequate funding/financial aid were also key factors to student success at Miami-Dade.

Reasons students attended Miami-Dade: Over 76% of students reported they chose to attend Miami-Dade primarily because of location, followed by cost (72%), quality/reputation (54%), and specific programs offered (27%). An earlier survey of applicants for graduation conducted in 1988 queried students about the reputation of Miami-Dade and its role in their decision to attend M-DCC. At that time, 27% of students identified the college's reputation as a reason to attend Miami-Dade. A much larger proportion of the present sample of students rated Miami-Dade's reputation highly (54%), suggesting the college's reputation has improved substantially during the last four years.

Level of satisfaction with competency in 12 target skills: Students reported how satisfied they were with their current ability level relative to their peers in 12 target skills. Students were particularly satisfied with their "ability to read and understand college-level material" (86%), "ability to think critically" (79%), and "understanding of self" (79%). Students were less satisfied with "appreciation for the arts" (60%), and "library research skills" (61%). Dissatisfaction ratings were reported by fewer than 8% of students for any of the 12 skills.

Role of M-DCC in student competency in 12 target skills: Students were particularly satisfied with the role of the college in enhancing their ability levels in the following target skills: "writing ability" (72%), "ability to read and understand college-level material"

(70%), "understand behavior" (68%), and "career preparation" (68%). Students were less satisfied with the role of the college in enhancing their ability levels in "civic responsibility" (54%), "library research skills" (56%), and "arts appreciation" (59%).

M-DCC service utilization and student satisfaction: Over three-quarters of students knew about the availability of 14 M-DCC services; students' awareness of service availability, however, did not translate necessarily to service utilization. Half of respondents failed to utilize some of the 14 services. However, at least 80% of students who used M-DCC services were satisfied with the service they obtained.

Satisfaction with M-DCC faculty and instruction: Almost 88% of students rated the overall quality of instruction at Miami-Dade as either "good" or "excellent." Over 90% of students also perceive that faculty exhibit care and concern about students and their progress in school. This theme was echoed in students' written responses to the open-ended items. Students rated faculty and instruction consistently, regardless of the student's enrollment or graduation status.

Satisfaction with M-DCC personnel: College-wide, almost 79% of students believe that M-DCC personnel are concerned about students and their progress in school.

Qualitative feedback: Student responses to four open-ended survey items generated more explicit, qualitative findings regarding students' evaluation of their M-DCC experience. Students described the attributes of instructors and courses they rated highly, provided suggestions for improvement of the M-DCC educational experience, and relayed favorable and unfavorable impressions.

Comments overwhelmingly reflected the theme that students valued faculty and personnel who exhibited concern for the well-being of the student. Students perceive "best" teachers as those evincing care and concern for their students, and were favorably impressed when personnel demonstrated concern for them, their feelings, and their future. A large number of students responding to the four items identified the names of faculty and staff members who exemplified the positive attributes students most appreciated; a list of these names is provided in Appendix B. Students further recommended that M-DCC maintain personnel who were student-oriented.

CONCLUSION: Survey results indicate that students were generally positive towards their Miami-Dade experience, both at the college-wide and campus levels, and across student subgroups. Students believe M-DCC offers a low-cost, yet quality-driven higher education, and rate the college's reputation more highly than in previous years. Students who avail themselves of M-DCC services are generally satisfied with the service they obtained. Results indicate that M-DCC has successfully cultivated a faculty and staff who exhibit a caring and concerned attitude regarding the educational experience, progress, and general well-being of their students. These and other factors are associated with a student's decision to attend M-DCC, and facilitate student success while at the college. The continued promotion of this student-oriented mission should enhance the satisfaction level of future M-DCC graduates.

How Do Students Applying for Graduation Evaluate Their Experience At Miami-Dade Community College?

INTRODUCTION

This report presents the findings generated by the administration of the Graduating Student Survey (GSS) to students who applied for graduation during the Fall and Winter semesters of the 1991-92 academic year. The purpose of this survey was to tap the attitudes of students who were completing their tenure at Miami-Dade Community College regarding several aspects of their college experience.

Data for this report will be presented in a number of ways in order to focus on particular subgroups of students applying for graduation. The first set of results will be reported for the total group on a college-wide basis. A second set of results will examine the responses of student applicants by campus. For the purposes of this report, results will be presented for North, Kendall, Wolfson, and Medical Campuses. Results are also reported for students who identify themselves as part-time versus those who identify themselves as full-time students, and for those students who primarily attend school during the evening hours versus those who primarily attend day classes.

It is important to remember that students applying for graduation are not always eligible to graduate due to a number of factors, including inadequate GPA, insufficient credit hours, failure to pass the CLAST examination, etc. Because the opinions of students who apply for graduation may differ from those students who actually do graduate, results will also be reported by graduating students versus non-graduating students. Finally, students were grouped according to their grade point average (GPA) in order to evaluate any differences in attitudes based upon academic success, as manifested by GPA.

The following research questions will be addressed in this report:

1. Which factor(s) facilitated success at M-DCC as identified by applicants for graduation?

2. What are the predominant reason(s) that students applying for graduation chose to attend M-DCC?

3. How satisfied are students with their current ability level for each of 12 target skills?

4. How much do students believe their M-DCC experience facilitated their actualization of each of 12 target skills?

5. Did students use existing M-DCC services?

   a. Were students aware of the availability of M-DCC services?

   b. What services did students fail to use despite an awareness of service availability? What M-DCC services did students use?

6. Were students satisfied with M-DCC services?

7. How did students rate faculty regarding each of the following:

   a. the overall quality of instruction provided at Miami-Dade?

   b. faculty concern about student progress?

8. What was the overall rating of other personnel?

9. What attributes of instructors were rated highly by students?

10. What attributes associated with M-DCC courses were rated highly by students?

11. How do students believe the M-DCC educational experience could be improved?

12. What experiences at M-DCC were particularly memorable?

This report will provide a description of the contents of the survey, the method employed to collect survey responses, data analysis procedures, and results/findings. The report is comprised of two parts: 1) Part I addresses Research Questions (1) through (8) and describes quantitative findings generated by objectively scored items on the GSS; and 2) Part II addresses Research Questions (9) through (12) and presents qualitative findings stemming from four open-ended items on the GSS that allowed students to provide additional feedback regarding their M-DCC experience. Results will be summarized in tabular form; however, notable findings will be highlighted in the text.

METHOD

Instrumentation

The Graduating Student Survey (GSS) was administered to students who were applying for graduation from Miami-Dade Community College during the Fall and Winter semesters of the 1991-92 academic calendar year. The GSS, a two-sided one-page survey, comprised items that addressed several dimensions of graduating students' Miami-Dade experience.

Specifically, GSS items requested that respondents identify: 1) their reasons for attending Miami-Dade; 2) those factors that facilitated their success while at M-DCC; 3) their level of satisfaction with their current ability level in a variety of skill areas; 4) their perception of the degree to which M-DCC facilitated their attainment of competencies in those areas; 5) their ratings of M-DCC faculty and instruction, personnel, and various services; and, 6) their enrollment status as either part- or full-time students and day or evening students. This information regarding enrollment status (e.g., part- or full-time, day or evening student) allowed data to be reported for each of these student sub-groups. A copy of the Graduating Student Survey may be found in Appendix A.

An additional section of the GSS was composed of four open-ended items designed to tap additional qualitative information regarding student satisfaction with their M-DCC experience. Students were asked to generate a written response to each of the four items. These four items allowed students to evaluate further their experience at M-DCC by completing a stem with their responses. These four items were as follows:

1. The best instructors I had at M-DCC were those who...
2. The best courses I had at M-DCC were those in which I...
3. One thing that would most improve the educational experience at M-DCC is...
4. It made a real impression on me when someone at M-DCC...

The results of this section of the GSS are provided in the second part of this report.

Subjects

Miami-Dade students who were applying for graduation during the Fall and Winter semesters of the 1991-92 academic calendar year served as the subject pool for this study. The GSS was completed on a voluntary basis by students applying for graduation during this period, resulting in the collection of a total of 3,764 completed surveys.

A demographic breakdown of the respondent pool is available in Tables 1 through 3. Of the 3,764 respondents, 59.9% were female and 40.1% were male. The ethnic distribution of respondents comprised 52.4% Hispanic, 23.8% Black non-Hispanic, 21% White non-Hispanic, and 2.8% "other." The largest proportion of students was between the ages of 21-22 (31.3%); 26.2% of students were within the 23-25 year-old age group. Based on demographics of the 1992-93 M-DCC graduating class (see Research Report 93-12R), this group was well represented by gender. However, the survey group underrepresented White non-Hispanic students and overrepresented Black non-Hispanic students. The youngest graduates were also underrepresented. Slightly over 77% of applicants for graduation had completed 62 or more credits; 17.3% of students had completed over 90 credits (see Table 4). Twenty-four (0.6%) students earned a GPA of 4.0. Nearly 8% of students had completed credits in English as a Second Language (ESL or ESN) courses.

The breakdown of responses by campus was composed of: North, 53.1% (n=1,999); Kendall, 31.4% (n=1,182); Wolfson, 13.7% (n=516), and Medical Center, 1.8% (n=67). The results indicate that a large proportion of respondents were from North Campus; this unusually high representation from the North Campus suggests that students there were prevailed upon more strongly to complete the GSS than at other campuses.

Of the 3,764 applicants for graduation who completed the GSS, 66% (n=2,494) actually obtained an Associate degree by March, 1993 (see Table 5). The breakdown of graduates by degree type was 86.7% Associate in Arts (n=2,163), 13.2% Associate in Science (n=328), and 0.1% Associate in General Studies (n=3). By comparison, in 1992-

93, 75% of the degrees awarded were Associate in Arts degrees and 25% were Associate in Science degrees.

The proportion of graduates in the sample was lower than anticipated. However, of the 33.7% (n=1,270) who failed to graduate, 67.3% (n=855) had earned fewer than the 62 credits required for graduation from Miami-Dade; therefore, these students were ineligible for graduation. Inspection of Table 6 indicates that 1.3% (n=50) of applicants for graduation had a GPA lower than the minimum 2.0 required for graduation; these students were also ineligible for graduation. Applicants for graduation may have been ineligible for many other reasons, including failure to complete general distribution or program requirements, unpaid fees, or an excess of credits that did not count towards an Associate degree (i.e., ESL or preparatory courses).

Students completed two items on the GSS that were used to identify them as 1) part-time or full-time enrollees, and 2) day or evening students. Because some students failed to complete these items, part- and full-time enrollment data was available for 3,504 students resulting in the identification of 1,182 (33.7%) part-time and 2,322 (66.3%) full-time students. In addition, 2,598 (76.4%) students reported they primarily attended day classes, while 803 (23.6%) students reported their coursework was primarily completed at night. Tables 7 and 8 provide the breakdown of these students by campus.

Data Collection and Analysis Procedures

Miami-Dade students applying for graduation during the 1991-92 academic year were prevailed upon to complete the GSS at the Registrar's or Advisement office after completing their formal application for graduation. Students completed the survey on a voluntary basis, and recorded their student numbers on the GSS form. Student numbers served as an identifier that allowed students' GSS forms to be matched up with currently existing student data and to access additional information such as grade point average (GPA) and graduation status.

While students were encouraged to complete the GSS, they only did so on a voluntary basis. It should be noted that a self-selected sample comprising voluntary respondents can be biased. This report summarizes only the opinions and attitudes of students who were willing to take the time to complete the survey, which may not be indicative of the opinions of students who chose not to complete the survey. The results should be interpreted with the understanding that the opinions of students who declined to complete the survey have not been assessed.

RESULTS

The results are presented in two parts. Part I consists of the results obtained for the first eight research questions, which were objective items. Part II reports the findings of the open-ended items. The results are also summarized in tables that may be found at the end of this report.

PART I - STUDENT RESPONSES TO OBJECTIVE ITEMS

1. Which factor(s) facilitated success at M-DCC as identified by applicants for graduation?

Students identified those factors that contributed to their success at M-DCC from a list of nine factors provided on the GSS. Some of these factors are within the purview of M-DCC, while other factors are linked to aspects of the student's personal life. Students were encouraged to select all those factors that applied to them. A second question asked respondents which of the listed factors was <u>most</u> critical to their success at Miami-Dade.

Table 9 presents the responses to this GSS item. The most frequently selected factor by students applying for graduation was "really wanted to get a degree," identified by 77.2% of respondents. This factor assesses the students' intrinsic motivation to obtain an education, and was selected overwhelmingly by students college-wide and at all campuses. This factor was selected most frequently by all student subgroups, including graduates, part- and full-time students, and students attending classes primarily at night as compared to during the day.

Of those factors within the purview of the college, the most frequently selected was "courses applied to my career" (47.4%). This was the second most frequently selected factor by all student subgroups and nearly all campuses, as well. Clearly, students favor attending a higher education institution that accommodates their career goals. This finding suggests that the college might benefit from more intensively scrutinizing the occupational and career goals of high school students and others in order to identify those programs that will meet the needs of incoming Miami-Dade students. The remaining factors stemming from the jurisdiction of the college were 1) faculty and advisors (44.6%); and 2) enough money and financial aid (37.1%).

A secondary set of factors were outside of the province of the college and were influential either prior to college admission or while the student was in school. These factors were (in descending order): 1) good entering level of academic skills (47%); 2) family (45.6%); 3) time to go to school (45.3%); and 4) friends (31.3%). Students were also able to select "other" to identify any additional factors not accounted for by the list of options; 6.4% of students identified "other," which comprised a combination of factors associated with the college as well as the student's personal life.

Table 13 provides the rank order of responses to the question, "Which factor was most critical to your success?" College-wide, 44% of students reported that their desire to earn a degree was the factor most critical to their success at M-DCC. This factor far outweighed the importance of the other factors, with "good entering level of academic skills" selected by 9.8% of students as the most critical factor in their success. The highest college-related factor was "enough money and financial aid," selected by 9.5% of students.

In summary, the results indicate that students believe that their intrinsic motivation is essential to obtain an Associate degree. College-related factors that are critical to student success include the availability of courses related to the student's field of study and the availability of financial resources to be able to complete the degree.

2. **What are the predominant reason(s) that students applying for graduation chose to attend M-DCC?**

Students identified the reasons they decided to attend Miami-Dade from a list of eight options provided on the GSS. The list comprised predominantly college-related factors within the purview of M-DCC; other factors were related to the student's personal life. Students were allowed to select as many reasons as they believed applied to them.

As indicated in Table 14, the predominant reason selected by students was "location" (76.1%). Location was identified as a reason for attending Miami-Dade by over three-quarters of respondents, college-wide and at all four campuses. It appears that M-DCC campuses are conveniently located for students throughout the county. In addition, all student subgroups (e.g., graduates, part-time and full-time, and day and evening students) identified "location" most frequently as a reason for attending Miami-Dade (see Tables 15-17).

The remaining college-related factor(s) selected by students were (in descending order): 1) cost (72.3%); 2) quality/reputation (54.1%); 3) specific programs offered (26.6%); 4) entrance requirements (23%); and 5) availability of financial aid (21.9%). Students clearly believed that Miami-Dade offers a low-cost quality education that facilitates the student's ability to actualize personal and professional goals.

It is interesting to note that an earlier survey of students applying for graduation, conducted in 1988, asked students about the reputation of Miami-Dade. That group of students was asked to indicate whether Miami-Dade's reputation influenced them to attend Miami-Dade. Only 27% selected the option "liked reputation of college" at that time. In a relatively short period of four years, a far larger proportion of students (54.1%) rated Miami-Dade's reputation highly. This suggests that Miami-Dade's image has improved greatly during the past several years.

The remaining two responses were the least frequently identified reasons for selecting M-DCC, "friends go here" (11.3%); and "other" (4.8%). The first factor is an

independent factor outside of the purview of the college, and plays a much lesser role in students' decision-making when selecting a college. Respondents selecting "other" generated a mix of both personal and college-related factors.

It is interesting to note that the rank order of reasons to attend Miami-Dade college-wide is virtually the same for all student subgroups. Specifically, as may be seen in Tables 15-17, all eight reasons are rank ordered in the same college-wide order. This finding suggests that there is little variation among different student groups regarding their decision to select M-DCC. The same criteria appear to draw all students to Miami-Dade.

In summary, the results indicate that students favor the convenience afforded by an education at Miami-Dade. They perceive Miami-Dade as offering students a quality education at a convenient location for a relatively low cost. It is interesting to note that M-DCC's reputation has improved during the last few years, and Miami-Dade's enhanced reputation for quality does play a role in students' decision-making when selecting a higher education institution.

3. **How satisfied are students with their current ability level for each of 12 target skills?**

Students were asked to rate their level of satisfaction regarding their current ability level compared to other M-DCC students for each of 12 target skills. Students used a 5-point Likert-response option scale ranging from 1="very dissatisfied" to 5="very satisfied" to rate each of the 12 target skills. The midpoint of the range was 3="neutral." Responses one and two were aggregated to derive a "dissatisfied" rating; responses four and five were collapsed to yield a "satisfied" rating.

Table 18 presents the results at the college-wide and campus levels. Students most frequently reported they were satisfied with their current ability level on the target skill "ability to read and understand college-level material" (81.9%), "critical thinking (79.2%), and "understanding of self" (78.6%). Students were least satisfied with their development of appreciation for the arts (60.1% satisfaction rating). Dissatisfaction levels were

reported by fewer than 8% of students on any of the 12 target skills. The target skills receiving the highest level of dissatisfaction were "library research skills" (7.4%) and "appreciation for the arts" (7.4%).

Examination of student ratings at the campus level indicates that students were most frequently satisfied with their current ability on the target skill "ability to read and understand college-level material" at all four campuses. "Library research skills" (8.3%) received the highest dissatisfaction ratings at North campus, while "appreciation for the arts" received the highest dissatisfaction ratings at the remaining three campuses. Over 58% of students at each campus reported they were satisfied with their current ability level on each of the 12 target skills; only "appreciation for the arts" at Medical Center Campus received a lower satisfaction level.

Inspection of ratings by graduates in Table 19 indicate that both Associate in Arts and Associate in Science graduates most frequently reported they were satisfied with their current ability level on the target skill "read and understand college-level material" and "critical thinking." Associate in Arts graduates least frequently reported they were satisfied with their ability on "library research skills" and "appreciation for the arts;" however, 65% of students indicated they were satisfied with their ability in both skill areas.

Associate in Science graduates reported they were least satisfied with their ability on the target skills "appreciation for the arts." This finding is not surprising; Associate in Science students frequently have credit-intensive programs that do not permit much avocational exploration. These students may not have had many opportunities for exposure to the arts.

Ratings by part- and full-time students were compared to evaluate whether differences would emerge in satisfaction level. The college-wide results provided in Table 20 indicate that both part- and full-time students most frequently were satisfied with their ability to "read and understand college-level material," "critical thinking," and "self-

understanding." Part-time students were least satisfied with "library research skills" (58.8%) compared to "appreciation for the arts" (63.8%) identified by full-time students. Generally, however, part- and full-time students had similar satisfaction ratings on all skill areas.

Both day and evening students most frequently reported they were satisfied with their current ability on the target skills "ability to read and understand college-level material," "critical thinking," and "self-understanding" (see Table 21). Day students least frequently reported they were satisfied with "knowledge of the natural environment" while evening students least frequently reported they were satisfied with "library research skills." It is possible that evening students reported lower satisfaction levels with the library, because their access to the library is restricted due to their limited time on campus when the library is open. Both groups, however, reported similar satisfaction ratings across all skill areas.

In summary, the results indicate that, in general, the majority of all students, regardless of their enrollment status, graduation status, or home campus, rated themselves "satisfied" with their current ability level on each of the 12 target skills. Students were particularly satisfied with their current ability to read and understand college-level material, with their critical thinking skills, and self-understanding. Generally, students in all subgroups were least satisfied with their current abilities in "appreciation for the arts" and "library research skills."

4. How much do students believe their M-DCC experience facilitated their actualization of each 12 target skills?

Students were asked to evaluate how much their Miami-Dade experience contributed to their attainment of competency on the 12 target skills in each of the five domains. When examined jointly, research questions (3) and (4) addressed two related issues: 1) students' satisfaction with their current level of competence in each domain; and 2) perception that Miami-Dade facilitated their attainment of a satisfactory competence level in each domain.

Students specifically responded to the question "How much do you think M-DCC helped you in reaching your current ability level?" Students rated each of the 12 target skills using the following 5-point Likert-style rating scale: 1="no help," 2="little," 3="some," 4="much," and 5="a great deal."

Table 22 presents the results at the college-wide and campus levels. For the three skills that students had rated themselves most highly in--reading ability, critical thinking, and self-understanding--about two-thirds thought that the college had provided "much" or "a great deal" of help to them in reaching those high levels. Overall, students found the college had been of greatest help to them in improving their writing ability (72% rated the college as providing "much" or "a great deal" of help). The lowest ratings were received for civic responsibility (54% thought the college had provided "much" or "a great deal" of help); this was an area, however, in which students had not rated themselves as highly as some other areas.

The results at the campus level were similar to those reported at the college-wide level. Students generally believe that M-DCC helped them to attain mastery in areas emphasizing logical reasoning and communication skills, such as reading college-level material and writing ability. Fewer students on some campuses reported that M-DCC aided them in attaining their current level in library research skills, preparation for a career, and civic and social responsibility.

Ratings by graduates, part- and full-time students, and day and evening students (see Tables 23-25) were comparable to the overall college-wide and campus results. There was little variation in the ratings when part- and full-time students and day and evening students were compared.

Taken together with the findings reported for Research Question 3, the results indicate that students are satisfied with their current ability levels on the 12 target skills. In addition, with very few exceptions, students applying for graduation regardless of enrollment status, graduation status, or home campus, believe that M-DCC has facilitated

the acquisition of their current ability level in the 12 target skills. Students were particularly satisfied with the role of M-DCC in helping them to attain their current level of reading and writing college-level material, critical thinking, and understanding themselves and others. Areas where greatest improvements were possible were library research skills and developing civic responsibility.

5. Did students use existing M-DCC services?

The purpose of this research question is to evaluate 1) students' awareness of the availability of services offered by Miami-Dade; 2) identify those services students were unaware of; and 3) identify services students were aware of, but failed to use during their tenure at Miami-Dade. Students were asked to rate the following M-DCC services: admissions and registration, financial aid, advisement and counseling, testing office, library, bookstore, reading/writing/math/study skills labs, tutoring, recreation and athletic programs, cultural programs and events, career planning and job placement services, cafeteria, and campus security. Students rated each service using the following scale: 1 = "did not know about service"; 2 = "knew about service but did not use it"; 3 = "used service and was dissatisfied"; and 4 = "used service and was satisfied."

a. Were students aware of the availability of M-DCC services?

The first column in Table 26 presents the proportion of students who were unaware of the services offered by the college. College-wide, the proportion of students who did not know about the availability of the service ranged from a low of 1% obtained by the "bookstore" to 23.7% obtained by "job placement" services. This finding indicates that, college-wide, over three-quarters of students knew about the availability of all 14 services. Services that at least 5% of students were unaware of were (in decreasing order): "job placement" (23.7%), "career planning" (21.4%), "cultural programs and events" (18%), "tutoring" (15.1%), "testing office" (15%), "recreation and athletic programs" (13.4%), and "campus security" (7.3%).

Inspection of the results by campus indicates that while the proportions vary slightly, many of these same services were unrecognized by students. Specifically, job

placement and career planning services, recreation and athletic programs, testing and tutoring services, and cultural programs and events, were identified relatively consistently across campuses. These results are replicated when examining the responses of graduates; the same general areas, with the addition of cafeteria, were selected by graduates, regardless of the nature of their Associate degree. Part-time and full-time students, as well as day and evening students report similar results. This finding suggests that the failure of students to be aware of services available to them is college-wide, rather than an isolated situation indigenous to a particular site or sub-group.

The majority of services students were unaware of were related to testing, tutoring, career planning, and extracurricular activities. It is possible that students did not need to use these services and never had occasion to seek them while attending Miami-Dade. However, on the academic front, it is apparent that students would benefit greatly from knowing that testing and tutoring services are available to them. Utilization of these services are likely to enhance the academic experience of future Miami-Dade graduates.

It is interesting to note that some of the services students were unaware of echo sentiments articulated by students as reported in the section addressing Research Question 3. Specifically, a small proportion of students ascribed comparatively low ratings to the role of Miami-Dade in helping them attain competence for particular target skills, including civic and social responsibility and career preparation. It appears likely that students would welcome the opportunity to benefit from exposure to services such as career planning and job placement, especially since some students reported that Miami-Dade did not substantively facilitate their preparation for a career (see Research Question 3 results).

Similarly, some students reported that Miami-Dade did not help them greatly to acquire an appreciation of the arts. It is possible that these students were unaware of the availability of the college's cultural programs and recreational facilities. It is clear that students' educational, vocational, and cultural life could be enhanced if students made use

of those services available to them. Students would also benefit from knowing what campus security services are available to them as an additional safety precaution.

b. What services did students fail to use despite an awareness of service availability? What M-DCC services did students use?

The proportion of students who were aware of the availability of M-DCC services, but failed to use them is reported in the second column of Table 26. The results indicate that a number of the 14 services were not used by students, even when they were aware of the service. Five of the 14 services falling into this category were identified by at least 50% of students: "cultural programs and events" (55.4%), "tutoring" (54.7%), "job placement" (54.6%), "recreation and athletic programs" (52.6%), and "campus security" (50.1%). Other services identified by the college-wide respondents included "career planning" (48.1%), "financial aid" (43.8%), "cafeteria" (33.5%), "reading, writing, math, or study skills labs" (29.1%), and "testing office" (25.9%). It should be noted that these results are fairly consistent across campuses, for part- and full-time, day or evening students, and graduates.

Columns 5 and 6 in Table 26 present the number and percent of students who used the M-DCC service. The percentage represents the proportion of actual service users for the entire group of respondents. This group includes those students who did not know about the service and those who knew about the service but did not use it. Examination of this column indicates that the proportion of service users ranged greatly from 21.7% for "job placement" to 97.4% for "bookstore." Additional services used by at least 60% of students were "admissions and registration" (95.9%), "library" (91.7%), "advisement and counseling" (85.8%), "reading, writing, math, or study skills labs" (67.5%), and "cafeteria" (61.9%).

Services used by fewer than 40% of students were "recreation and athletic programs" (34%), "career planning" (30.5%), "tutoring" (30.2%), and "cultural programs and events" (26.7%). These low percentages should be anticipated because they are consistent with the findings reported above which indicate that students who are aware

of existing services may still choose not to avail themselves of the service. Once again, similar results emerged among part- and full-time enrollees, graduates, and day and evening enrollees.

These findings suggest that even when students are aware of the availability of extracurricular programs, they still may decline to take advantage of the opportunity to use the service. Once again, the results appear to be consistent across groups, suggesting that this is a college-wide issue, rather than a local one. Additional research would be needed to identify reasons for students' failure to avail themselves of existing services. It is possible that students are not fully aware of the opportunities Miami-Dade affords, or that students do not know the scope of specific beneficial resources that may be available to them through each service. It might benefit future students to be more fully aware of M-DCC services, and to have a greater comprehension of the nature and scope of those services.

6. Were students satisfied with M-DCC services?

This question addresses the satisfaction level of students who were aware of the availability of M-DCC services and actually used the service. The last column of Table 26 indicates the proportion of users who were satisfied with the service. Examination of this column indicates that, with the exception of "job placement" (68.3%), at least 80% of service users were satisfied with the service they obtained. The highest proportion of satisfied students was 93% for "library," followed closely by "recreation and athletic programs" (92.3%), "admissions and registration" (90.4%), and "testing" (90.2%). These ratings are overwhelmingly positive, indicating that when students actually use Miami-Dade services, they are generally satisfied.

Examination of student ratings at the campus level indicates that similar ratings were observed across all four campuses. "Satisfied" ratings were exhibited by approximately 80% of students at every campus for nearly every one of the 14 services. Inspection of Table 26 indicates that only a few isolated figures are lower than 80%. Similar results were obtained for the student subgroups, with high proportions of graduates, part- and

full-time, and day and evening students reporting they were satisfied with services they had obtained at M-DCC. There is very little variation in results among the student subgroups.

When the results of Research Questions (5) and (6) are taken together, they indicate that some students are not aware of the availability of a number of M-DCC services. In addition, a surprisingly high proportion of students know that a particular service is available, but decline to use the service during their tenure at Miami-Dade. However, when students do use a Miami-Dade service, they generally are quite satisfied with the service they have received. This pattern holds true for students at all campuses, graduates, part- and full-time, and day and evening students, as may be observed in Tables 27 through 29. The college might consider exerting greater efforts to promote available services to students, ensuring that students are cognizant of the multiplicity of distinct benefits available through each service.

7. **How did students rate faculty regarding each of the following:**

   a. **the overall quality of instruction provided at Miami-Dade?**

   b. **faculty concern about student progress?**

Students were asked to rate the overall quality of instruction they received during their tenure at Miami-Dade, using a 5-point Likert rating scale, ranging from "poor" to "excellent." The results are presented in Table 30 for both the college-wide and campus levels. The results indicate that students were very positive regarding the quality of instruction provided at M-DCC.

Inspection of Table 30 indicates that 87.6% of students rated the overall quality of instruction either "good" or "excellent" at the college-wide level. These ratings were replicated at the campus level: North (87.5%), Kendall (86.9%), Wolfson (90.3%), and Medical Center (80.3%). Only 2% or fewer of students rated the quality of instruction at Miami-Dade as either "fair" or "poor" both at the college and campus levels.

These positive ratings were duplicated at the college-wide level for both full- and part-time students, day and evening students, and graduates. As may be seen in Table 31, at least 85% of students in each of these subgroups rated the overall quality of instruction at M-DCC as either "good" or "excellent." This finding indicates that students were pleased with the quality of M-DCC instruction, regardless of their part- or full-time enrollment status. In addition, students primarily completing their coursework during day versus evening hours were equally satisfied with the quality of instruction received at M-DCC.

Students also evaluated their perception of the degree of concern faculty exhibited about the student and his/her progress in school. Specifically, students responded to the question, "Did you feel that faculty at M-DCC cared about your progress and wanted you to succeed?" Students used a 4-point scale, ranging from "yes, most of the time" to "usually not" to respond to this question. Student ratings are provided in Table 32. College-wide, 90.2% of students responded with "yes, most of the time" or "yes, sometimes." About 10% of students responded to this question with "only occasionally" or "usually not." These results are relatively consistent across campuses. The breakdown of students reporting either "yes, most of the time" or "yes, sometimes" was as follows (in descending order): Wolfson (93%), Medical Center (90.9%), North (90.4%), and Kendall (88.5%). Fewer than 12% of students at any campus reported that faculty were concerned about their progress "only occasionally" or "usually not."

Responses by the different student subgroups are presented in Table 33. The ratings of student subgroups are similar to those reported by the overall group. A slight decrease in the proportion of students rating faculty concern as "yes, most of the time" or "yes, sometimes" emerged between part-time (88.7%) and full-time (91.1%) students. The results indicate that students are equally satisfied with faculty, regardless of their enrollment status. Examination of the ratings of graduates indicates that nearly 90% or more rated faculty concern about their progress as "yes, most of the time" or "yes, sometimes," regardless of the type of Associate degree received.

When examined jointly, student responses to both Research Question 7(a) and 7(b) indicate that students are generally satisfied with the quality of instruction available at M-DCC, as well as the degree of concern expressed to them by M-DCC faculty members. The overall positive ratings college-wide were manifested by graduates and full-time students regardless of when they took classes. A slightly lower degree of satisfaction was reported by part-time students, while virtually no difference in ratings emerged between day and evening students. It is likely that part-time students have comparatively limited access to faculty, which may be related to students' ratings. However, ratings were consistently favorable overall.

8. **What was the overall rating of other personnel?**

Students evaluated their perception of the degree of concern M-DCC personnel (not including faculty) exhibited about the student and his/her progress in school. Specifically, students responded to the question, "Did you feel that other personnel at M-DCC cared about your progress and wanted you to succeed?" Students used a 4-point scale, ranging from "yes, most of the time" to "usually not" to respond to this question.

Student ratings are provided in Table 34. College-wide, 78.8% of students responded with "yes, most of the time" or "yes, sometimes;" the remaining 21.2% responded to this question with "only occasionally" or "usually not." The results indicate that slightly less than four-fifths of students were generally satisfied with the degree of concern expressed by M-DCC personnel toward the student's progress. This was lower than the 90% rating for faculty.

The results obtained college-wide are relatively consistent across campuses. The campus breakdown of students responding to the question with either "yes, most of the time" or "yes, sometimes" was as follows (in descending order): Medical Center (86.1%), Wolfson (80.4%), North (79.8%), and Kendall (75.8%). Less than one-quarter of students at any campus reported that M-DCC personnel were concerned about their progress "only occasionally" or "usually not." These results indicate that nearly three-quarters of respondents believe that M-DCC personnel are concerned about their progress.

Responses by the different student subgroups were similar to those reported by the overall group and may be found in Table 35. Virtually no difference in ratings emerged between part- (78.8%) and full-time (78.9%) students' rating personnel concern as "yes, most of the time" or "yes, sometimes." Similarly, 79.1% of day and 77.8% of evening students rated M-DCC personnel concern as "yes, most of the time" or "yes, sometimes."

Overall, 77.8% Associate degree graduates rated M-DCC personnel concern as present "most of the time" and "sometimes." The greatest discrepancy in ratings, a difference of 3.7 percentage points, emerged between Associate in Arts (77.3%) and Associate in Science (81%) students. It is possible that students in Associate in Science degree programs receive more specialized attention from M-DCC personnel because of the complexity of program requirements.

In general, the results indicate that approximately three-quarters of students believe that M-DCC personnel were concerned with their progress and well-being. These results are relatively consistent whether students were graduates, full- or part-time enrollees, or attended day or evening classes. However, approximately one-quarter of students expressed reservations regarding the degree of concern about their progress expressed by M-DCC personnel. This evaluation may be due to several reasons, including comparatively limited interaction with M-DCC personnel and/or limited opportunity to establish a personal relationship.

SUMMARY OF PART I

Part I of the Graduating Student Survey (GSS) report presents findings generated by the administration of the GSS, completed on a voluntary basis by 3,764 students applying for graduation during the 1991-92 academic calendar year. The GSS was designed to tap these students' attitudes and overall satisfaction with their Miami-Dade Community College experience. Part I addressed eight research questions that evaluated the objective portions of the GSS. Report data were provided for the entire college, as

well as by campus, enrollment status (e.g. part- vs. full-time, day vs. evening), and degree status.

Student responses indicated they were generally positive towards their Miami-Dade college experience, at the college-wide and campus levels, and across student subgroups. Students identified their reasons for attending Miami-Dade, factors that facilitated their success while at M-DCC, their level of satisfaction with 12 skill area abilities, and the degree the college helped them attain competencies in the 12 areas. Students also rated M-DCC faculty and instruction, personnel, and various services.

Students selected "really wanted to get a degree" most frequently as a factor that most contributed to their success at M-DCC, followed by the college-related factor, "courses applied to my career" (47.4%). Faculty/advisors and adequate funding/financial aid were also key factors to student success at Miami-Dade. Over 76% of students reported they chose to attend Miami-Dade primarily because of location, followed by cost, quality/reputation, and specific programs offered. Students believed that Miami-Dade offers a low-cost quality education, and reported that the college's enhanced reputation contributed to their decision to attend M-DCC.

College-wide, students most frequently cited satisfaction with "ability to read and understand college-level material" (almost 82%), and least frequently selected "appreciation for the arts" (60%). With very few exceptions, approximately 60% or more of all students, regardless of their enrollment status, graduation status, or home campus, reported that M-DCC had facilitated the acquisition of their current ability level in each of these 12 skills. Dissatisfaction ratings were reported by fewer than 8% of students for any of the skills.

College-wide, over three-quarters of students knew about the availability of 14 M-DCC services; at least 15% of students were unaware of the "job placement," "career planning," "cultural programs and events," "tutoring," and "testing office" services. Five services students were aware of, but which were not used by at least 50% of students,

were "cultural programs and events," "tutoring," "job placement," "recreation and athletic programs," and "campus security." These findings were relatively consistent across campuses and student subgroups. Miami-Dade students might benefit from greater awareness and understanding of available services.

At least 80% of students who used M-DCC services were satisfied with the service they obtained. Students most frequently identified "library" (93%) as a service with which they were satisfied, followed closely by "recreation and athletic programs," "admissions and registration," and "testing." The favorable overall ratings indicate that when students use Miami-Dade services, they are generally satisfied with the service received. Ratings were consistent across campuses and student subgroups.

Students rated the overall quality of instruction they received at Miami-Dade favorably, with almost 88% of students rating instruction as either "good" or "excellent." Over 90% of students also perceived that faculty exhibit care and concern about students and their progress in school. College-wide, almost 79% of students believed that M-DCC personnel (excluding faculty) are concerned about students and their progress in school, which was echoed at the campus level and across student subgroups.

PART II - STUDENT RESPONSES TO OPEN-ENDED ITEMS

Part II of this report addresses research questions (9) through (12). The Graduate Student Survey (GSS) provided applicants for graduation with an opportunity to rate several aspects of their educational experience while attending M-DCC. The GSS form contained four open-ended items allowing students applying for graduation to generate written responses.

The purpose of these items was to collect additional qualitative information regarding student perceptions of Miami-Dade faculty, courses, and overall learning experience. In addition, students were able to suggest opportunities for improvement and to document their impressions of the college. The open-ended items are presented below:

1. The best instructors I had at M-DCC were those who ...
2. The best courses I had at M-DCC were those in which I ...
3. One thing that would most improve the educational experience at M-DCC is ...
4. It made a real impression on me when someone at M-DCC ...

The second part of this report summarizes the results of students responses to these items. The sample and procedures for analyzing the responses are described, and results are presented by item. Besides general themes which emerged from student responses, a large number of students identified the names of specific M-DCC faculty and personnel who had, in some way, enhanced the student's experience while attending M-DCC. These individuals were cited by students responding to any of the four open-ended items. Students identified 377 names which were aggregated onto a list and may be found in Appendix B.

SAMPLE AND METHOD

Of the 3,764 students who completed the GSS, a large majority (85%) took the time to complete the open-ended portion of the survey. From the group of 3,199 surveys with at least one item completed, a sample of 834 or 26% was drawn to analyze patterns in the content of responses.

Preliminary data analysis entailed the review of each response. A coding scheme was devised resulting in the identification of general themes and subordinate subcategories for each of the four items. In order to test the validity of the identified coding scheme, a random sample of 50 surveys was selected and coded using the prescribed theme/subcategory coding scheme. The coding scheme proved to be functional. Additional groups of approximately 50 surveys each were randomly selected from various site locations in the sample and subjected to the coding scheme to verify its effectiveness. After these steps, the coding scheme was judged to be appropriate. Results are presented for the original 834 surveys analyzed.

9. **What attributes of instructors were rated highly by students?**

Research question (9) was addressed by student responses to Item 1. Examination of student comments resulted in the identification of a number of attributes that were repeatedly emphasized.

Item 1: ***The best instructors I had at M-DCC were those who ...***

Student responses to this item generally fell into two general themes: (1) those that mentioned the interpersonal skills of the teacher, and (2) those that focused more on teaching ability or methods. The preponderance of responses (62%) were related to interpersonal skills, while most of the remainder (31%) were directed at teaching methods. Less than 8% of students did not respond to this item. See Table 36 for full results.

Students identified the interpersonal skills of "best" teachers as concern for students, availability to students, encouragement, positive feedback/answers questions, good listener, and fairness in grading. Nearly 40% of students identified "concern for students" as the principal characteristic of "best" instructors. The following student responses are representative:

"were patient and took a special interest in helping each of their students."
"really cared about their students and what they taught."
"understood my problems and tried sincerely to help me rectify my problems."
"took time out to help the students and put all their care into it."
"took an honest interest in the success of their students."
"actually took interest in my progress."
"who provided some sense of concern for students present situation and future in school."
"take interest in progress, give personal advise and moral support."
"were attentive to student needs and made the class enjoyable."
"cared and stressed to us the importance in continuing the class and not to drop it."

The second most frequently cited response (11.3%) focused on the students having access to teachers outside of normal classroom periods for assistance with assignments or other class-related matters. The following student statements reflect this perspective:

"were tough yet had the time to talk after class if necessary."
"took time out and met with me on a one-to-one basis."
"would spend time with me before and after class."
"said, if you don't understand, I will be here after the class."
"took the extra time out of their schedule to make sure I understood the course presented to me."
"were available for help."
"really cared if one understood the material and would stay after class to explain."
"was willing to listen to me ask questions after 9:30 in the evening."
"were in their office when I needed them or when they were scheduled to be there."
"encouraged us to drop by their office."

The remaining four subcategories account for approximately 11% of student responses. These responses indicate that students appreciate teachers who provide encouragement, feedback and responses to questions, listen to students, and are fair when assigning grades.

The second major theme concentrated on teacher ability and teaching methods. Specifically, students favored teachers who: 1) provided thorough explanations (9.6%); 2) were knowledgeable and interesting (8.9%); 3) challenged students/high expectations (4.6%); 4) emphasized learning over grades (4.1%); and 5) used different teaching methods (3.5%). The following sample responses are indicative of those generated by students who favored instructors who provide thorough explanations:

"took time to present the class with important notes rather than just assigning reading."
"took time to explain the material and didn't rush the information all at once."
"explained everything with great detail and did not go to the next chapter unless everyone knew what he had taught."
"explained the information through examples (life examples)."
"were patient and took time to explain."
"explained the material clearly and repeated it until we understood it."
"wrote notes on the board and explained everything that was written."
"provided illustrations in order to make sure students understood the subject."
"went the extra mile to show students all different ways of solving problems."

The following sample responses are typical of those favoring teachers who are knowledgeable and/or interesting:

"who knew the subject."
"really took interest in the class they were responsible for."
"taught with interest, energy, and patience."
"were excited about the subject."
"were interesting as well as instructive."
"were passionate about their work."
"wanted to teach the most they knew about the subject."
"made class interesting."
"enjoyed the subject they taught."
"kept the class interesting with real life applications."
"explained the course without using the book."
"you could tell the teacher enjoyed his/her work and could make you enthusiastic about the course too."

The remaining three subcategories accounted for approximately 12% of student responses, and included use of different teaching methods, challenging students with high expectations, and emphasizing learning over grades.

10. **What attributes associated with M-DCC courses were rated highly by students?**

In order to address this research question, student responses to Item 2 on the GSS were collected and reviewed. The item was:

Item 2: *The best courses I had at M-DCC were those in which I ...*

Again, responses to this item fell into two general themes: (1) those that mentioned factors external to the student, and (2) those that mentioned internal factors that the student could direct. Responses were fairly evenly divided between these two categories with 46% mentioning external factors and 44% mentioning internal factors. About 10% of the students did not respond to this item. See Table 37 for full results.

External factors favored by students included those courses where: 1) teachers made the "difference" (15.1%); 2) the course was applicable to the student's career or life (15%); and 3) the course emphasized class participation rather than direction by the

teacher (14.4%). A small proportion (1.4%) of students favored courses requiring research projects and/or class presentations.

Responses emphasizing the role of the teacher focused on various aspects of the teacher's performance, including teacher enthusiasm, knowledge and experience with the subject, openness to student opinions, and commitment to the subject and student learning. Sample responses include:

"the professor encouraged us to speak out and show our feelings on the matter."
"I could express my thoughts."
"was allowed to express my point of view even if it wasn't that of the instructor."
"could disagree with the instructor."
"the professors knew the subject and discussed their experiences."
"the instructor made the course challenging."
"the teacher was tough, demanding, and taught well."
"the teacher was involved and made the course interesting."
"enjoyed the teacher's attitude toward his class and the students."
"accelerated due to the encouragement of the instructor."
"felt comfortable with the instructor."
"had a teacher who loved to teach and cared about his or her students."
"had teachers who cared about what they were here to do."
"had a passion for the subject that was sparked by a good professor."

The second group of responses concentrated on the course's applicability to the student's vocational or personal goals:

"truly learned about my career choice."
"could apply to my life."
"chose for my major."
"felt an understanding for the relationship between the class itself and the real world application."
"felt comfortable, and felt that I was learning something useful for my future."
"was able to think of many ways in which I am going to use these things in the future."
"felt I gained essential knowledge for my career."
"took for the degree I applied for."
"learned something I could use during the course of my career."

The third set of responses focused on classroom interactions between teacher and student. Specifically, students favored courses that encouraged student participation and classroom discussion:

"worked in groups and a class with much participation."
"interacted verbally."
"participated actively."
"had a chance to put it into practice what I was learning by participation in the class."
"had a chance to participate with the whole class on interesting topics. This way you make more friends."
"was able to work in groups with others."
"was required to get involved and actively take part."
"interacted with the class as a group doing projects and such."
"there was class discussion, group participation, and teachers that would relate to students as equals and not inferiors."
"had a chance to express my opinions."
"could participate in the class and not just sit in class and listen to professors lecture."
"was able to participate actively in class as opposed to being spoon-fed information I later had to memorize."
"had some latitude in the direction I chose to take projects."

These comments suggest that students believe their classroom learning experience is enhanced when they have the opportunity to participate actively in class, either through group work or classroom discussion.

The final set of comments, representing a small proportion of responses, favor courses requiring papers and/or class presentations:

"had to do a research paper where I had to get the information myself from other sources."
"had to do research and express myself in front of the class."

Students appear to appreciate the opportunities afforded by these assignments, perhaps because they are integrative exercises that require them to synthesize knowledge acquired through their coursework.

Internal factors identified by students included themes such as "interested in the subject (11.4%)," "learned something (10%)," "demanding - worked hard in (8%)," and "received a good grade (7.1%)." The remaining three subcategories account for 7.5% of

student responses. Because these responses reflected idiosyncratic and self-descriptive internal factors, examples are not included in this report.

11. **How do students believe the M-DCC educational experience could be improved?**

The goal of this research question was to examine the feedback of students and derive suggestions to improve the educational experience at M-DCC. Students responded to the following Item:

Item 3: *One thing that would most improve the educational experience at M-DCC is ...*

Since students applying for graduation have utilized several, if not all, components of the M-DCC system, they were asked to identify areas where they favored improvement. Three general themes were identified by students: 1) faculty or student issues (28.7%; n=239); 2) administrative issues (35.5%; n=297); and 3) other (3.4%; n=28). It should be noted that 270 (32.4%) students elected not to respond to this item (see Table 38).

"Faculty or student issues" comprised subcategories students perceived as under the control of faculty or students themselves, namely interpersonal skills (12.1%), quality of faculty (7.6%), teaching methods (4.8%), and student commitment (4.2%). Responses to the first item indicated that students favored caring and concerned teachers. As might be anticipated, students recommending improvements favored the cultivation of these same interpersonal skills in teachers:

"more personal concern for the students."
"more communication between students and faculty."
"teachers should become more involved with their students."
"for instructors to make more time for students."
"more concerned teachers who care about their students' success."
"to try and end this invisible barrier between the instructor and students. Instructors need to be more friendly, pay more attention to the student."
"teachers should take more time and make an effort to help students who ask for it and need it."
"more teachers who care about their students and wish to see them succeed by helping them out when problems arise."
"if the faculty could become more personal. I had a professor who didn't even bother to try and learn our names; treated students like numbers."
"having more instructors that care whether they are getting through to the students."

"having professors who don't criticize opinions, instead present all sides of the issues."
"teachers should take time to get to know their students."

The second area, "quality of faculty" emphasized concerns about the effectiveness of the existing teacher evaluation system. Sample comments reflect this point of view:

"terminate all faculty members that have been here too long who seem frustrated. M-DCC should have a department that checks on instructors more closely. They would be amazed at what students have to say."
"hire teachers who are young and excited about their jobs; there are too many tired and bored professors."
"some teachers do not seem to care. They seem to be waiting for retirement."
"have more class observations to see what the teachers are doing. Some should have been fired a long time ago."
"some teachers need to liven up. They have fallen into a rut where they are bored with their own subject."
"review of the teachers as I have had the best to the worst. I feel bad teachers are a waste of time and money as most people drop their classes."
"have a Board member sit in on some if not all of the classes so they can get rid of the dead beats and those who tell about their personal lives."

Approximately 5% of students suggested that faculty improve their instructional methods as illustrated by the following remarks:

"study groups for each class."
"for instructors to encourage more class discussion."
"a class outline from the professor at the beginning of the semester."
"professors should use different teaching methods so the students maintain their interest in their classes."
"for some professors to make their lessons more interesting and presenting how it can help you in the outside."

The final subcategory of student commitment reflects the belief that students should assume responsibility for their education and do more to improve the quality of the M-DCC experience:

"people being active in extra-curricular activities. All students should be made aware of them."
"students who take their education more seriously."
"include evening students in school activities."
"more student participation."
"if students make more of an effort in those courses which apply to their careers."

"my attitude on wanting to go to school."
"motivation by the individual and a strong desire to succeed."
"students need to take their education more seriously than they do."
"the students need to improve their study habits."
"a sense of belonging among the students."
"more discipline from the students."

The second theme, "administrative issues," incorporates factors associated with college administration, such as policies and procedures, counseling and guidance, coursework, and financial aid. Subcategories within this theme were overall concern for the student (9.2%), budget-related issues (8.4%), course offerings/availability (6.4%), college standards (3.6%), class size (3.4%), teacher/course evaluations (1.9%), financial assistance (1.8%), and other (.8%).

A recurrent theme, concern for the student, was repeated in the remarks addressing "administrative issues," as indicated below:

"people that care about your career."
"if I had gotten better help and assistance."
"to have someone (anyone) in admissions, registration, "front office" staff who knew what they were doing or could help."
"more understanding counselors."
"to show more care for the needs of the students."
"some of the people's attitudes in the admissions offices need to take a course on how to relate to people."
"more communication about available services."
"simplify the registration and admission process."
"give priority to the night students when registering because the time available between work and classes is very limited."

These comments were primarily directed to M-DCC service areas outside of the classroom.

A second subcategory centers on comments primarily related to the college's operating budget:

"to have counselors available for the evening students."
"lower prices in the lunchroom, bookstore, tuition, etc.."
"more extracurricular activities."
"more cultural programs and activities."
"more visual aids."
"more and improved parking."

"more government or private funding of students."
"reduce book prices."
"more benefits for international students."
"more teachers."
"more counseling services."
"transportation from the student parking lots."

Additional suggestions offered by students included: 1) specific recommendations regarding budget expenditures and resource allocation; 2) raising admission standards and increasing the rigor of courses; 3) reducing class sizes; 4) providing more financial aid; 5) increasing the number of scheduled classes; and 6) improving the faculty evaluation system. The third theme, "other," generated specific student recommendations regarding the need for more labs, more tutors, and a better library.

12. **What part of the M-DCC educational experience did students find particularly memorable?**

Students responded to the following item, which addressed this research question:

Item 4: *It made a real impression on me when someone at M-DCC ...*

The final item allowed respondents to evaluate the entirety of their experience at M-DCC, and describe noteworthy impressions garnered during their tenure as students. Comments varied considerably; however, comments were easily grouped into two major themes, "favorable impressions" (60.5%) and a small group of "unfavorable impressions" (2%). It should be noted that 313 (n=37.5%) students elected not to respond to this item; therefore, it is not possible to assess their perceptions. Table 39 presents a summary of the responses to these items.

An overwhelming proportion of responses under "favorable impressions" reiterated the predominant subcategory cited in earlier items, "concern for students" (n=355; 42.6%). Sample comments include:

"was interested in me as a person and not as an ID number constantly.."
"treated you like a student personally and not as a number."
"how most teachers remembered me by name after the semester was over."
"a professor treated me like a friend."
"remembered my name and complimented me on being part of the class."

"showed that education is open to all regardless of race, nationality, etc. Showed me that I could do things that I was not aware I could do, for example math."
"took time to explain the material to me."
"actually cared about my progress and wanted me to succeed."
"took time to help me improve my writing skills and prepare me to be able to pass the CLAST exam."
"someone said on the first day of class: this is your time to develop your mind, not anybody else's."
"failed me to make me realize that college is not a joke."
"cared to understand and tried to help me."
"offered to tutor me at no charge."
"helped me believe in my potentials and that I will and could succeed graduating with honors; gave me confidence."
"offered to be a future reference if I needed one."
"showed more than just a passing interest in the students here, as far as seeking help in certain areas is concerned."

These comments indicate that students appreciate when they are treated as individuals rather than numbers, and that teachers and M-DCC personnel are concerned about their progress and personal welfare.

The remaining subcategories under the theme "favorable impression," included: 1) success of graduates (4.7%); 2) availability to students (4%); 3) communications outside of class (1.9%); and 4) reputation of M-DCC (1.3%). When these four subcategories are combined, they account for approximately 12% of the comments. Sample comments are provided for each of four subcategories:

Availability to students:

"took time to talk with me on a one-to-one basis."
"offered assistance after class hours."
"volunteered their free time to help me."
"took time from their busy schedule to meet with me."
"would make the extra effort to help me, even when not during office hours."
"took time from their personal schedule to discuss your improvements and ways to receive a better grade."
"actually took time to listen to my confusion and then help me solve my educational problems."

Communications outside of class:

"called my house to see what was happening to my grades when they declining a bit."

"helps me with getting information in the classes I was absent."
"a teacher called me at home when I was very ill."
"sent me a postcard in order to remind me of the next registration period."
"cared enough to call at home to tell me there were mistakes on my papers and I had to come into their office to correct them."
"kept sending me correspondence to keep me informed, even when I was not registered for a class."
"actually called my house to arrange the time and a way in which I could make up missed school work."
"a professor offered their home phone number for assistance in the classroom material."

Reputation of M-DCC:

"also attended the University of Miami and had better things to say about our Accounting Department than their's."
"informed me about the good qualities the school had to offer."
"told me that we are the number one junior college in America."

Success of M-DCC graduates:

"got accepted into an ivy league college."
"graduated and now appears on national T.V. on the comedy sitcom Family Matters."
"told me I was ready to graduate."
"became an outstanding student with honors at a university."
"returned to finish college after 10 years."
"after 25 years returned to school."
"was able to apply what they learned here on the job."

Unfavorable impressions were reported by only 17 students (2%). These responses were focused primarily on idiosyncratic events that involved the student, rather than on an observed policy or instructional trend.

"refused to advise me and handed me a list of the requirements for my degree."
"could not help me to get advisement and counseling right away."
"one counselor told me one thing about the courses and a different counselor told me almost the opposite."
"when I was graded unfairly."
"someone stole my friends purse."
"would not let me make up an exam when my mother was in the hospital. When they finally agreed, the examiner lost my exam and was extremely rude to me although it was not my fault."
"in the security made no effort to help those who were left in the dark parking lot after the lights were turned off jeopardizing public safety."

SUMMARY OF PART II

This section of the Graduating Student Survey report presents the results of written responses generated by applicants for graduation to four open-ended items on the GSS. Items were designed to collect additional qualitative information regarding the level of student satisfaction with various dimensions of their M-DCC learning experience.

A total of 834 forms were sampled, each of which included at least one student response to any of the four items. Student responses were coded using a coding scheme that generated general themes and subordinate subcategories. Results were summarized for each item in narrative and tabular form, including proportional breakdowns of responses by theme and subcategory and sample student responses.

While student responses encompassed a broad range of topics, perceptions, and attitudes, one theme prevailed over the large array of student statements, notably, "concern for the student." This theme emerged consistently in student responses across items. Generally, students perceived "best" teachers as those evincing care and concern for their students, and were impressed when personnel demonstrated concern for them, their feelings, and their future. Students further recommended that M-DCC maintain personnel who were student-oriented.

Numerous student responses indicate that overall concern for the student is an important aspect of the educational process for M-DCC students. While some students do believe that M-DCC personnel could improve in demonstrating "concern for the student," survey results indicate that, generally, M-DCC has successfully cultivated a faculty and administrative staff who exhibit a caring and concerned attitude regarding the educational experience, progress, and general well-being of their students. The continued promotion of this student-oriented mission should enhance the satisfaction level of future M-DCC graduates.

OVERALL SUMMARY

This report summarizes the results of the administration of the Graduating Student Survey (GSS) to 3,764 students applying for graduation. The report is divided into two parts designed to assess quantitative and qualitative findings on these students' attitudes, overall satisfaction, and feedback regarding their Miami-Dade Community College experience. Part I addressed eight research questions that evaluated the objective portions of the GSS. Part II addressed four research questions that examined students responses to four open-ended items. Report data were provided for the entire college, as well as by campus, enrollment status (e.g. part- vs. full-time, day vs. evening), and degree status.

Student responses indicated they were generally positive towards their Miami-Dade college experience, at the college-wide and campus levels, and across student sub-groups. Students identified their reasons for attending Miami-Dade, factors that facilitated their success while at M-DCC, their level of satisfaction with 12 skill area abilities, and the degree the college helped them attain competencies in the 12 areas. Students also rated M-DCC faculty and instruction, personnel, and various services, and generated written responses to the four items.

Students believe that their own motivation is a significant factor affecting their success at Miami-Dade, but also value the role of M-DCC course offerings, faculty and instruction, personnel, and services in the accomplishment of their goals. Students believe that Miami-Dade offers a low-cost, yet quality-driven higher education, and rate the college's reputation more highly than in previous years. These factors are strongly related to the decision of many students to attend Miami-Dade.

The majority of students throughout the college reported they were satisfied with their current ability level for each of 12 target skills in five domains: communications skills, basic skills, vocational goals, self-development, and general education. The majority of students also believe that M-DCC has facilitated the acquisition of their current ability level in each of these 12 skills, whether they attend day or evening classes, or are enrolled on a part-time or full-time basis. Students are particularly satisfied with the role of the college in enhancing their skills in reading college-level material.

Over three-quarters of students knew about the availability of 14 M-DCC services; only small proportions of students were unaware of any particular service. However, student awareness of the availability of a service does not translate necessarily to the utilization of that service. Half of the students failed to utilize several services available through the college. A positive finding is that at least 80% of students who used Miami-Dade services were satisfied with the service they obtained. The favorable overall ratings indicate that when students access Miami-Dade services, they are generally satisfied with services received.

Students are very satisfied with the overall quality of instruction they received at Miami-Dade, with almost 88% of students rating instruction as either "good" or "excellent." Over 90% of students also perceive that faculty exhibit care and concern about students and their progress in school. Almost 79% of students believe that M-DCC non-teaching personnel are concerned about students and their progress in school. This theme was echoed in students' written responses to the open-ended items.

While student responses encompassed a broad range of topics, perceptions, and attitudes, one theme prevailed over the large array of student statements, notably, "concern for the student." This theme emerged consistently in student responses across items, with students reporting that the "best" teachers were those evincing care and concern for their students. Students were favorably impressed when personnel demonstrated concern for them, their feelings, and their future. Students further recommended that M-DCC maintain personnel who were student-oriented.

While some students do believe that M-DCC personnel could improve in demonstrating concern for the student, survey results indicate that, generally, M-DCC has successfully cultivated a faculty and administrative staff who exhibit a caring and concerned attitude regarding the educational experience, progress, and general well-being of their students. The continued promotion of this student-oriented mission should enhance the satisfaction level of future M-DCC graduates.

Table 1

Gender Distribution of Students Completing The Graduating Student Survey College-Wide and by Campus

(N = 3,764)

Campus	Gender				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
College-Wide	1,511	40.1%	2,253	59.9%	3,764	100.0%
North Campus	791	39.6%	1,208	60.4%	1,999	100.0%
Kendall Campus	519	43.9%	663	56.1%	1,182	100.0%
Wolfson Campus	181	35.1%	335	64.9%	516	100.0%
Medical Center Campus	20	29.9%	47	70.1%	67	100.0%

Table 2

Ethnic Distribution of Students Completing
The Graduating Student Survey
College-Wide and by Campus
(N = 3,764)

Campus	Ethnicity: White Non-Hispanic Number	White Non-Hispanic Percent	Black Non-Hispanic Number	Black Non-Hispanic Percent	Hispanic Number	Hispanic Percent	Other Number	Other Percent	Total Number	Total Percent
College-Wide	792	21.0%	896	23.8%	1,972	52.4%	104	2.8%	3,764	100.0%
North Campus	375	18.8%	688	34.4%	875	43.8%	61	3.1%	1,999	100.0%
Kendall Campus	311	26.3%	74	6.3%	763	64.6%	34	2.9%	1,182	100.0%
Wolfson Campus	99	19.2%	99	19.2%	309	59.9%	9	1.7%	516	100.0%
Medical Center Campus	7	10.4%	35	52.2%	25	37.3%	0	0.0%	67	100.0%

Table 3

Age Distribution of Students Completing

The Graduating Student Survey

College-Wide

(N = 3,764)

Age Range	Number	Percent
18 - 20	339	9.0%
21 - 22	1,180	31.3%
23 - 25	988	26.2%
26 - 35	957	25.4%
36 - 45	237	6.3%
46 and Over	63	1.7%
Total	3,764	100.0%

Table 4

Distribution of Cumulative Credits Earned by Students

Completing the Graduating Student Survey

College-Wide

(N = 3,764)

Number of Credits	Number	Percent
0 - 61	855	22.7%
62 - 70	1,057	28.1%
71 - 80	777	20.6%
81 - 90	426	11.3%
91 - 150	609	16.2%
151 - 234	40	1.1%
Total	3,764	100.0%

Table 5

Graduation Status of Students Completing
The Graduating Student Survey
College-Wide
(N = 3,764)

Graduate Status	Number	Percent
Associate in Arts	2,163	57.5%
Associate in Science	328	8.7%
Associate in General Studies	3	0.1%
Students not Receiving Degrees	1,270	33.7%
Total	3,764	100.0%

Table 6

Grade Point Average Distribution of Students Completing
The Graduating Student Survey
College-Wide
(N = 3,764)

G.P.A Range	Number	Percent
Less Than 2.0	50	1.3%
2.0 - 2.49	724	19.2%
2.5 - 2.99	1,500	39.9%
3.0 - 3.49	1,064	28.3%
3.5 - 4.00	426	11.3%
Total	**3,764**	**100.0%**

Note: 2.0 minimum G.P.A. required to be able to graduate with an Associate degree

Table 7

Distribution of Students by Part - vs. Full-Time Status by Campus

Campus	Enrollment Status				Total	
	Part-Time		Full-Time			
	Number	Percent	Number	Percent	Number	Percent
College-Wide	1,182	33.7%	2,322	66.3%	3,504	100.0%
North	657	34.8%	1,232	65.2%	1,889	100.0%
Kendall	363	34.2%	699	65.8%	1,062	100.0%
Wolfson	145	29.8%	342	70.2%	487	100.0%
Medical Center	17	25.8%	49	74.2%	66	100.0%

Table 8

Distribution of Students by Day vs. Evening Enrollment by Campus

Campus	Enrollment Status				Total	
	Day		Evening			
	Number	Percent	Number	Percent	Number	Percent
College-Wide	2,598	76.4%	803	23.6%	3,401	100.0%
North	1,414	76.7%	429	23.3%	1,843	100.0%
Kendall	776	75.4%	253	24.6%	1,029	100.0%
Wolfson	358	76.7%	109	23.3%	467	100.0%
Medical Center	50	80.6%	12	19.4%	62	100.0%

Table 9

Responses to "Which of the Following Factors Helped You to Succeed at M-DCC?"
College-Wide and by Campus

Reasons*	College-Wide (N=3,764)		Campus: North (N=1,999)		Kendall (N=1,182)		Wolfson (N=516)		Medical Center (N=67)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Really Wanted to Get A Degree	2,905	77.2%	1,551	77.6%	897	76.3%	405	78.5%	52	77.6%
Courses Applied to My Career	1,785	47.4%	993	49.7%	505	43.0%	253	49.0%	35	52.2%
Good Entering Level of Academic Skills	1,768	47.0%	975	48.8%	513	43.7%	252	48.8%	34	50.7%
Family	1,716	45.6%	948	47.4%	500	42.6%	246	47.7%	32	47.8%
Time to Go to School	1,704	45.3%	897	44.9%	558	47.5%	236	45.7%	29	43.3%
Faculty and Advisors	1,680	44.6%	961	48.1%	431	36.7%	220	42.6%	35	52.2%
Enough Money and Financial Aid	1,395	37.1%	775	38.8%	374	31.8%	218	42.2%	28	41.8%
Friends	1,179	31.3%	652	32.6%	368	31.3%	140	27.1%	19	28.4%
Other	242	6.4%	140	7.0%	73	6.2%	24	4.7%	5	7.5%

*Respondents were able to select as many reasons as they wanted

Note: Homestead Campus figures have been added to Kendall Campus figures.

Table 10

Responses to "Which of the Following Factors Helped You to Succeed at M-DCC?" by M-DCC Graduates

Reasons*	Degree: Associate in Arts (N = 2,163) Number	Percent	Associate in Science (N = 328) Number	Percent	Associate in General Studies (N = 3) Number	Percent	Total (N = 2,494) Number	Percent
Really Wanted a Degree	1,696	78.4%	247	75.3%	3	100.0%	1,946	78.0%
Courses Applied to Career	981	45.4%	226	68.9%	1	33.3%	1,208	48.4%
Good Entering Skills	1,054	48.7%	147	44.8%	3	100.0%	1,204	48.3%
Family	1,007	46.6%	144	43.9%	2	66.7%	1,153	46.2%
Time to go to School	1,019	47.1%	139	42.4%	1	33.3%	1,159	46.5%
Faculty and Advisors	934	43.2%	148	45.1%	3	100.0%	1,085	43.5%
Money and Financial Aid	809	37.4%	119	36.3%	1	33.3%	929	37.2%
Friends	704	32.5%	76	23.2%	1	33.3%	781	31.3%
Other	141	6.5%	20	6.1%	1	33.3%	162	6.5%

*Respondents were able to select as many reasons as they wanted.

Table 11

Responses to "Which of the Following Factors Helped You to Succeed at M-DCC?" by Part- and Full-Time Students

Reasons*	Enrollment Status: Part-Time (N = 1,182) Number	Part-Time Percent	Full-Time (N = 2,322) Number	Full-Time Percent	Total (N = 3,504) Number	Total Percent
Really Wanted to Get a Degree	915	77.4%	1,802	77.6%	2,717	77.5%
Courses Applied to my Career	510	43.1%	1,167	50.3%	1,677	47.9%
Good Entering Level of Academic Skills	487	41.2%	1,172	50.5%	1,659	47.3%
Family	485	41.0%	1,132	48.8%	1,617	46.1%
Faculty and Advisors	470	39.8%	1,112	47.9%	1,582	45.1%
Time to go to School	432	36.5%	1,161	50.0%	1,593	45.5%
Enough Money and Financial Aid	344	29.1%	971	41.8%	1,315	37.5%
Friends	317	26.8%	796	34.3%	1,113	31.8%
Other	76	6.4%	154	6.6%	230	6.6%

*Respondents were able to select as many reasons as they wanted.

Table 12

Responses to "Which of the Following Factors Helped You to Succeed at M-DCC?" by Day and Evening Students

Reasons*	Enrollment Status: Day (N = 2,598) Number	Day Percent	Evening (N = 803) Number	Evening Percent	Total (N = 3,401) Number	Total Percent
Really Wanted a Degree	1,994	76.8%	643	80.1%	2,637	77.5%
Courses Applied	1,265	48.7%	355	44.2%	1,620	47.6%
Good Entering Level	1,270	48.9%	337	42.0%	1,607	47.3%
Family	1,282	49.3%	291	36.2%	1,573	46.3%
Time to go to School	1,309	50.4%	252	31.4%	1,561	45.9%
Faculty and Advisors	1,218	46.9%	314	39.1%	1,532	45.0%
Money and Financial Aid	1,051	40.5%	228	28.4%	1,279	37.6%
Other	165	6.4%	54	6.7%	219	6.4%

*Respondents were able to select as many reasons as they wanted.

Table 13

Rank Order of Responses to Question "Which Factor Was Most Critical to Your Success?" College-Wide Results

(N = 2,077)

Responses	Number	Percent
Really wanted to get a degree*	913	44.0%
Good entering level of academic skills	203	9.8%
Enough money and financial aid	197	9.5%
Family	196	9.4%
Faculty to go to School	139	6.7%
Time to go to school	123	5.9%
Courses applied to my career	119	5.7%
Other	99	4.8%
No response	57	2.7%
Friends	31	1.5%
Total	2,077	100.0%

*Selected most frequently at all campuses, regardless of enrollment status or degree type.

Table 14

Reasons Students Chose to Attend Miami-Dade Community College
College-Wide and by Campus

Reasons*	College-Wide (N=3,764)		Campus: North (N=1,999)		Kendall (N=1,182)		Wolfson (N=516)		Medical Center (N=67)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Location	2,864	76.1%	1,506	75.3%	920	78.3%	389	75.4%	49	73.1%
Cost	2,723	72.3%	1,465	73.3%	855	72.8%	356	69.0%	47	70.1%
Quality/Reputation	2,035	54.1%	1,136	56.8%	588	50.0%	276	53.5%	35	52.2%
Specific Programs Offered	1,000	26.6%	591	29.6%	232	19.7%	148	28.7%	29	43.3%
Entrance Requirements	866	23.0%	455	22.8%	295	25.1%	104	20.2%	12	17.9%
Availability of Financial Aid	824	21.9%	481	24.1%	166	14.1%	160	31.0%	17	25.4%
Friends Go Here	427	11.3%	228	11.4%	135	11.5%	61	11.8%	3	4.5%
Other	182	4.8%	87	4.4%	64	5.4%	30	5.8%	1	1.5%

*Respondents were able to select as many reasons as they wanted.
Note: Homestead Campus figures have been added to Kendall Campus figures.

Table 15

Reasons M-DCC Graduates Chose to Attend Miami-Dade Community College

Reasons*	Degree: Associate in Arts (N = 2,163) Number	Percent	Associate in Science (N = 328) Number	Percent	Associate in General Studies (N = 3) Number	Percent	Total (N = 2,494) Number	Percent
Location	1,676	77.5%	221	67.4%	3	100.0%	1,900	76.2%
Cost	1,646	76.1%	203	61.9%	2	66.7%	1,851	74.2%
Quality/Reputation	1,134	52.4%	192	58.5%	2	66.7%	1,328	53.2%
Specific Programs Offered	456	21.1%	195	59.5%	1	33.3%	652	26.1%
Entrance Requirements	527	24.4%	45	13.7%	1	33.3%	573	23.0%
Availability of Financial Aid	454	21.0%	72	22.0%	1	33.3%	527	21.1%
Friends go Here	246	11.4%	24	7.3%	1	33.3%	271	10.9%
Other	119	5.5%	5	1.5%	0	0.0%	124	5.0%

*Respondents were able to select as many reasons as they wanted.

Table 16

Reasons Part- and Full-Time Students Chose to Attend M-DCC

Reasons*	Enrollment Status: Part-Time (N = 1,182) Number	Part-Time Percent	Full-Time (N = 2,322) Number	Full-Time Percent	Total (N = 3,504) Number	Total Percent
Location	935	79.1%	1,739	74.9%	2,674	76.3%
Cost	875	74.0%	1,669	71.9%	2,544	72.6%
Quality/Reputation	618	52.3%	1,276	55.0%	1,894	54.1%
Specific Programs Offered	280	23.7%	655	28.2%	935	26.7%
Entrance Requirements	235	19.9%	583	25.1%	818	23.3%
Availability of Financial Aid	206	17.4%	570	24.5%	776	22.1%
Friends go Here	101	8.5%	297	12.8%	398	11.4%
Other	41	3.5%	129	5.6%	170	4.9%

*Respondents were able to select as many reasons as they wanted.

Table 17

Reasons Day and Evening Students Chose to Attend M-DCC

Reasons*	Enrollment Status: Day Number (N = 2,598)	Day Percent	Evening Number (N = 803)	Evening Percent	Total Number (N = 3,401)	Total Percent
Location	1,964	75.6%	643	80.1%	2,607	76.7%
Cost	1,879	72.3%	592	73.7%	2,471	72.7%
Quality/Reputation	1,435	55.2%	422	52.6%	1,857	54.6%
Specific Programs Offered	706	27.2%	205	25.5%	911	26.8%
Entrance Requisitions	663	25.5%	136	16.9%	799	23.5%
Availability of Financial Aid	621	23.9%	131	16.3%	752	22.1%
Friends go Here	338	13.0%	53	6.6%	391	11.5%
Other	131	5.0%	29	3.6%	160	4.7%

*Respondents were able to select as many reasons as they wanted.

Table 18

Responses to "How Satisfied Are You With Your Current Ability Level Compared to Your Fellow Students?"

College-Wide and by Campus

Target Skills	Rating					
	Dissatisfied		Neutral		Satisfied	
	Number	Percent	Number	Percent	Number	Percent
College-Wide (N=3,764)						
Ability to Read and Understand College-Level Material	120	3.2%	403	10.7%	3,084	81.9%
Ability to Think Critically	110	2.9%	508	13.5%	2,980	79.2%
Understanding of Self, Including Talents, Interests, & Limitations	157	4.2%	464	12.3%	2,958	78.6%
Understanding of Human Behavior	134	3.6%	569	15.1%	2,889	76.8%
Preparation for a Career	211	5.6%	603	16.0%	2,775	73.7%
Ability to Write Effectively	162	4.3%	681	18.1%	2,755	73.2%
Knowledge of Basic Mathematics	249	6.6%	787	20.9%	2,557	67.9%
Ability to Speak and Present Information Orally	221	5.9%	864	23.0%	2,500	66.4%
Sense of Civic and Social Responsibility	190	5.0%	921	24.5%	2,438	64.8%
Knowledge of the Natural Environment	228	6.1%	1,028	27.3%	2,302	61.2%
Library Research Skills	280	7.4%	996	26.5%	2,283	60.7%
Appreciation for the Arts	278	7.4%	1,011	26.9%	2,264	60.1%
North Campus (N=1,999)						
Ability to Read and Understand College-Level Material	74	3.7%	207	10.4%	1,628	81.4%
Ability to Think Critically	68	3.4%	264	13.2%	1,576	78.8%
Understanding of Self, Including Talents, Interests, & Limitations	86	4.3%	254	12.7%	1,559	78.0%
Understanding of Human Behavior	82	4.1%	315	15.8%	1,504	75.2%
Preparation for a Career	104	5.2%	302	15.1%	1,492	74.6%
Ability to Write Effectively	100	5.0%	353	17.7%	1,453	72.7%
Knowledge of Basic Mathematics	140	7.0%	413	20.7%	1,347	67.4%
Ability to Speak and Present Information Orally	125	6.3%	466	23.3%	1,308	65.4%
Sense of Civic and Social Responsibility	102	5.1%	467	23.4%	1,314	65.7%
Knowledge of the Natural Environment	123	6.2%	569	28.5%	1,189	59.5%
Library Research Skills	165	8.3%	474	23.7%	1,251	62.6%
Appreciation for the Arts	143	7.2%	534	26.7%	1,210	60.5%
Kendall Campus (N= 1,182)						
Ability to Read and Understand College-Level Material	35	3.0%	209	17.8%	973	82.8%
Ability to Think Critically	32	2.7%	168	14.3%	939	79.9%
Understanding of Self, Including Talents, Interests, & Limitations	52	4.4%	144	12.3%	940	80.0%
Understanding of Human Behavior	37	3.1%	178	15.1%	923	78.6%
Preparation for a Career	80	6.8%	221	18.8%	836	71.1%
Ability to Write Effectively	49	4.2%	231	19.7%	860	73.2%
Knowledge of Basic Mathematics	74	6.3%	255	21.7%	811	69.0%
Ability to Speak and Present Information Orally	72	6.1%	276	23.5%	786	66.9%
Sense of Civic and Social Responsibility	65	5.5%	329	28.0%	731	62.2%
Knowledge of the Natural Environment	82	7.0%	312	26.6%	734	62.5%
Library Research Skills	82	7.0%	360	30.6%	686	58.4%
Appreciation for the Arts	91	7.7%	334	28.4%	697	59.3%

Table 18

(continued)

Responses to "How Satisfied Are You With Your Current Ability Level Compared to Your Fellow Students?"

College-Wide and by Campus

Target Skills	Rating					
	Dissatisfied		Neutral		Satisfied	
	Number	Percent	Number	Percent	Number	Percent
Wolfson Campus (N=516)						
Ability to Read and Understand College-Level Material	9	1.7%	56	10.9%	427	82.8%
Ability to Think Critically	8	1.6%	68	13.2%	412	79.8%
Understanding of Self, Including Talents, Interests, & Limitations	16	3.1%	59	11.4%	407	78.9%
Understanding of Human Behavior	13	2.5%	70	13.6%	408	79.1%
Preparation for a Career	23	4.5%	74	14.3%	393	76.2%
Ability to Write Effectively	11	2.1%	87	16.9%	392	76.0%
Knowledge of Basic Mathematics	31	6.0%	105	20.3%	354	68.6%
Ability to Speak and Present Information Orally	21	4.1%	110	21.3%	359	69.6%
Sense of Civic and Social Responsibility	22	4.3%	108	20.9%	348	67.4%
Knowledge of the Natural Environment	22	4.3%	129	25.0%	336	65.1%
Library Research Skills	28	5.4%	144	27.9%	305	59.1%
Appreciation for the Arts	38	7.4%	121	23.4%	322	62.4%
Medical Center Campus (N=67)						
Ability to Read and Understand College-Level Material	2	3.0%	6	9.0%	56	83.6%
Ability to Think Critically	2	3.0%	8	11.9%	53	79.1%
Understanding of Self, Including Talents, Interests, & Limitations	3	4.5%	59	88.1%	52	77.6%
Understanding of Human Behavior	2	3.0%	7	10.4%	54	80.6%
Preparation for a Career	4	6.0%	74	110.4%	54	80.6%
Ability to Write Effectively	2	3.0%	11	16.4%	50	74.6%
Knowledge of Basic Mathematics	4	6.0%	14	20.9%	45	67.2%
Ability to Speak and Present Information Orally	3	4.5%	12	17.9%	47	70.1%
Sense of Civic and Social Responsibility	1	1.5%	17	25.4%	45	67.2%
Knowledge of the Natural Environment	1	1.5%	18	26.9%	43	64.2%
Library Research Skills	5	7.5%	17	25.4%	41	61.2%
Appreciation for the Arts	6	9.0%	22	32.8%	35	52.2%

Table 19

Responses to "How Satisfied Are You With Your Current Ability Level Compared to Your Fellow Students?" by M-DCC Graduates

	Rating									
	Dissatisfied		Neutral		Satisfied		Total	
	Associate in Arts		Associate in Science		Associate in Arts		Associate in Science		Associate in Arts		Associate in Science	
Target Skills	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading Ability	61	2.9%	15	4.8%	197	9.4%	24	7.7%	1,843	87.7%	271	87.4%	2,101	100.0%	310	100.0%
Critical Thinking	56	2.7%	14	4.6%	260	12.4%	35	11.4%	1,780	84.9%	257	84.0%	2,096	100.0%	306	100.0%
Self-Understanding	81	3.9%	15	4.9%	270	13.0%	29	9.5%	1,731	83.1%	260	85.5%	2,082	100.0%	304	100.0%
Understanding Behavior	69	3.3%	12	3.9%	290	13.9%	62	20.4%	1,734	82.8%	230	75.7%	2,093	100.0%	304	100.0%
Career Preparation	119	5.7%	16	5.3%	370	17.7%	28	9.2%	1,604	76.6%	260	85.5%	2,093	100.0%	304	100.0%
Writing Ability	86	4.1%	16	5.2%	359	17.1%	53	17.4%	1,652	78.8%	236	77.4%	2,097	100.0%	305	100.0%
Basic Mathematics	119	5.7%	20	6.6%	417	19.9%	59	19.5%	1,559	74.4%	223	73.8%	2,095	100.0%	302	100.0%
Oral Presentation	123	5.9%	28	9.1%	514	24.6%	56	18.2%	1,454	69.5%	223	72.6%	2,091	100.0%	307	100.0%
Civic Responsibility	112	5.4%	15	5.1%	512	24.7%	74	25.3%	1,449	69.9%	204	69.6%	2,073	100.0%	293	100.0%
Natural Environment	130	6.3%	20	6.7%	566	27.2%	94	31.4%	1,384	66.5%	185	61.9%	2,080	100.0%	299	100.0%
Library Skills	146	7.0%	28	9.4%	578	27.8%	81	27.1%	1,352	65.1%	190	63.5%	2,076	100.0%	299	100.0%
Arts Appreciation	155	7.5%	30	10.2%	569	27.4%	89	30.4%	1,352	65.1%	174	59.4%	2,076	100.0%	293	100.0%

Table 20

Responses to "How Satisfied Are You With Your Current Ability Level Compared to Your Fellow Students?" by Part- and Full-Time Students

	Rating									
	Dissatisfied		Neutral		Satisfied		Total	
	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time
Target Skills	Number Percent	Number Percent	Number Percent	Number Percent	Number Percent	Number Percent	Number Percent	Number Percent
Reading Ability	40 3.5%	75 3.3%	121 10.6%	252 11.2%	977 85.9%	1,919 85.4%	1,138 100.0%	2,246 100.0%
Critical Thinking	38 3.4%	67 3.0%	158 13.9%	316 14.1%	938 82.7%	1,857 82.9%	1,134 100.0%	2,240 100.0%
Self-Understanding	52 4.6%	94 4.2%	165 14.6%	265 11.9%	913 80.8%	1,873 83.9%	1,130 100.0%	2,232 100.0%
Understanding Behavior	47 4.2%	78 3.5%	176 15.6%	352 15.7%	907 80.3%	1,811 80.8%	1,130 100.0%	2,241 100.0%
Career Preparation	66 5.8%	130 5.8%	208 18.4%	354 15.8%	857 75.8%	1,753 78.4%	1,131 100.0%	2,237 100.0%
Writing Ability	50 4.4%	97 4.3%	205 18.1%	430 19.2%	876 77.5%	1,714 76.5%	1,131 100.0%	2,241 100.0%
Basic Mathematics	77 6.8%	159 7.1%	253 22.4%	480 21.4%	799 70.8%	1,602 71.5%	1,129 100.0%	2,241 100.0%
Oral Presentation	82 7.3%	125 5.6%	279 24.8%	528 23.6%	765 67.9%	1,583 70.8%	1,126 100.0%	2,236 100.0%
Civic Responsibility	56 5.0%	123 5.6%	307 27.4%	556 25.1%	759 67.6%	1,534 69.3%	1,122 100.0%	2,213 100.0%
Natural Environment	73 6.5%	146 6.6%	313 27.9%	640 28.8%	734 65.5%	1,435 64.6%	1,120 100.0%	2,221 100.0%
Library Skills	102 9.1%	161 7.2%	359 32.1%	580 26.1%	657 58.8%	1,484 66.7%	1,118 100.0%	2,225 100.0%
Arts Appreciation	92 8.2%	169 7.6%	311 27.8%	634 28.6%	715 64.0%	1,415 63.8%	1,118 100.0%	2,218 100.0%

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Table 21

Responses to "How Satisfied Are You With Your Current Ability Level Compared to Your Fellow Students?" by Day and Evening Students

	Rating									
	Dissatisfied		Neutral		Satisfied		Total	
	Day	Evening	Day	Evening	Day	Evening	Day	Evening
Target Skills	Number Percent	Number Percent	Number Percent	Number Percent	Number Percent	Number Percent	Number Percent	Number Percent
Reading Ability	79 3.1%	29 3.8%	271 10.8%	86 11.2%	2,163 86.1%	652 85.0%	2,513 100.0%	767 100.0%
Critical Thinking	70 2.8%	30 3.9%	356 14.2%	102 13.4%	2,084 83.0%	632 82.7%	2,510 100.0%	764 100.0%
Self-Understanding	106 4.2%	33 4.3%	313 12.5%	105 13.8%	2,079 83.2%	625 81.9%	2,498 100.0%	763 100.0%
Understanding Behavior	84 3.4%	33 4.3%	392 15.6%	123 16.1%	2,031 81.0%	608 79.6%	2,507 100.0%	764 100.0%
Career Preparation	143 5.7%	43 5.6%	410 16.4%	137 18.0%	1,952 77.9%	583 76.4%	2,505 100.0%	763 100.0%
Writing Ability	102 4.1%	41 5.4%	476 18.9%	132 17.4%	1,935 77.0%	584 77.1%	2,513 100.0%	757 100.0%
Basic Mathematics	183 7.3%	46 6.0%	545 21.7%	163 21.3%	1,781 71.0%	555 72.6%	2,509 100.0%	764 100.0%
Oral Presentation	140 5.6%	56 7.4%	606 24.2%	176 23.2%	1,756 70.2%	528 69.5%	2,502 100.0%	760 100.0%
Civic Responsibility	130 5.2%	40 5.3%	637 25.7%	204 27.1%	1,711 69.0%	510 67.6%	2,478 100.0%	754 100.0%
Natural Environment	159 6.4%	51 6.8%	714 28.7%	207 27.4%	1,612 64.9%	497 65.8%	2,485 100.0%	755 100.0%
Library Skills	183 7.4%	69 9.2%	664 26.7%	248 32.9%	1,641 66.0%	437 58.0%	2,488 100.0%	754 100.0%
Arts Appreciation	172 6.9%	71 9.5%	691 27.8%	233 31.0%	1,621 65.3%	447 59.5%	2,484 100.0%	751 100.0%

Table 22

Responses to "How Much Do You Think M-DCC Helped You in Reaching Your Current Ability Level?"

College-Wide and by Campus

Target Skills	Rating									
	No Help		Little		Some		Much		Great Deal	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
College-Wide (N=3,764)										
Reading Ability	76	2.1%	196	5.5%	816	22.8%	1,535	42.8%	962	26.8%
Critical Thinking	58	1.6%	177	4.9%	923	25.7%	1,564	43.6%	863	24.1%
Self-Understanding	153	4.3%	260	7.3%	827	23.2%	1,180	33.1%	1,149	32.2%
Understanding Behavior	75	2.1%	190	5.3%	866	24.2%	1,459	40.8%	986	27.6%
Career Preparation	125	3.5%	237	6.6%	771	21.6%	1,261	35.3%	1,183	33.1%
Writing Ability	50	1.4%	134	3.7%	838	23.3%	1,531	42.6%	1,045	29.0%
Basic Mathematics	138	3.9%	294	8.2%	959	26.9%	1,248	35.0%	929	26.0%
Oral Presentation	116	3.3%	307	8.6%	965	27.1%	1,304	36.6%	873	24.5%
Civic Responsibility	154	4.4%	361	10.2%	1,128	31.9%	1,174	33.2%	723	20.4%
Natural Environment	73	2.1%	271	7.6%	1,078	30.4%	1,346	37.9%	782	22.0%
Library Skills	185	5.2%	381	10.7%	1,006	28.3%	1,143	32.1%	842	23.7%
Arts Appreciation	119	3.4%	285	8.0%	1,048	29.6%	1,180	33.3%	914	25.8%
North Campus (N=1,999)										
Reading Ability	26	1.4%	85	4.4%	402	21.0%	863	45.1%	536	28.0%
Critical Thinking	27	1.4%	94	4.9%	431	22.6%	837	44.0%	514	27.0%
Self-Understanding	60	3.3%	100	5.6%	282	15.7%	665	37.0%	690	38.4%
Understanding Behavior	32	1.4%	169	7.6%	582	26.1%	763	34.2%	683	30.6%
Career Preparation	72	3.8%	165	8.8%	578	30.7%	651	34.6%	416	22.1%
Writing Ability	28	1.5%	65	3.4%	420	22.0%	809	42.3%	590	30.9%
Basic Mathematics	72	3.8%	141	7.5%	477	25.2%	661	35.0%	539	28.5%
Oral Presentation	56	3.0%	150	7.9%	503	26.6%	679	36.0%	500	26.5%
Civic Responsibility	54	2.9%	133	7.1%	531	28.2%	641	34.1%	523	27.8%
Natural Environment	33	1.7%	88	4.6%	444	23.4%	765	40.3%	566	29.9%
Library Skills	31	1.6%	150	8.0%	561	29.8%	712	37.9%	426	22.7%
Arts Appreciation	82	4.3%	191	10.1%	511	27.0%	627	33.2%	479	25.3%
Kendall Campus (N=1,182)										
Reading Ability	19	1.7%	103	9.0%	411	35.9%	423	36.9%	189	16.5%
Critical Thinking	21	1.9%	63	5.6%	368	32.5%	479	42.3%	202	17.8%
Self-Understanding	50	4.4%	95	8.4%	292	25.8%	408	36.1%	285	25.2%
Understanding Behavior	23	2.0%	89	7.9%	315	27.9%	429	38.0%	274	24.2%
Career Preparation	54	4.8%	153	13.7%	396	35.4%	345	30.8%	172	15.4%
Writing Ability	14	1.2%	50	4.4%	308	27.2%	491	43.3%	270	23.8%
Basic Mathematics	40	3.5%	116	10.3%	342	30.3%	398	35.2%	234	20.7%
Oral Presentation	46	4.1%	115	10.2%	335	29.8%	402	35.7%	228	20.2%
Civic Responsibility	43	3.8%	109	9.7%	367	32.7%	357	31.8%	248	22.1%
Natural Environment	22	1.9%	78	6.9%	300	26.5%	482	42.6%	249	22.0%
Library Skills	30	2.7%	86	7.6%	367	32.6%	423	37.6%	220	19.5%
Arts Appreciation	71	6.3%	126	11.2%	345	30.7%	351	31.2%	231	20.6%

Table 22
(continued)
Responses to "How Much Do You Think M-DCC Helped You in Reaching Your Current Ability Level?"

College-Wide and by Campus

Target Skills	Rating									
	No Help		Little		Some		Much		Great Deal	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Wolfson Campus (N=516)										
Reading Ability	6	1.2%	19	3.9%	117	23.9%	225	46.0%	122	24.9%
Critical Thinking	7	1.4%	18	3.7%	108	22.2%	219	45.0%	135	27.7%
Self-Understanding	13	2.7%	38	7.8%	90	18.4%	167	34.2%	180	36.9%
Understanding Behavior	17	3.5%	23	4.7%	109	22.4%	184	37.8%	154	31.6%
Career Preparation	24	5.0%	37	7.8%	139	29.1%	156	32.7%	121	25.4%
Writing Ability	7	1.4%	14	2.9%	92	18.8%	210	42.9%	167	34.1%
Basic Mathematics	25	5.1%	36	7.4%	123	25.3%	162	33.3%	140	28.8%
Oral Presentation	11	2.3%	34	7.0%	116	23.9%	198	40.8%	126	26.0%
Civic Responsibility	19	4.0%	35	7.3%	131	27.3%	164	34.2%	131	27.3%
Natural Environment	17	3.5%	23	4.7%	109	22.4%	184	37.8%	154	31.6%
Library Skills	10	2.1%	29	6.0%	138	28.6%	180	37.3%	125	25.9%
Arts Appreciation	30	6.2%	59	12.3%	132	27.4%	144	29.9%	116	24.1%
Medical Center Campus (N=67)										
Reading Ability	3	4.8%	7	11.3%	12	19.4%	25	40.3%	15	24.2%
Critical Thinking	3	4.8%	2	3.2%	16	25.8%	29	46.8%	12	19.4%
Self-Understanding	5	8.2%	5	8.2%	13	21.3%	24	39.3%	14	23.0%
Understanding Behavior	3	4.9%	1	1.6%	13	21.3%	27	44.3%	17	27.9%
Career Preparation	2	3.2%	4	6.5%	7	11.3%	21	33.9%	28	45.2%
Writing Ability	10	13.9%	5	6.9%	18	25.0%	21	29.2%	18	25.0%
Basic Mathematics	1	1.6%	1	1.6%	17	27.4%	27	43.5%	16	25.8%
Oral Presentation	3	4.8%	8	12.9%	11	17.7%	21	33.9%	19	30.6%
Civic Responsibility	3	4.8%	8	12.9%	20	32.3%	19	30.6%	12	19.4%
Natural Environment	3	4.9%	1	1.6%	13	21.3%	27	44.3%	17	27.9%
Library Skills	2	3.2%	6	9.7%	12	19.4%	31	50.0%	11	17.7%
Arts Appreciation	2	3.3%	5	8.2%	18	29.5%	20	32.8%	16	26.2%

Table 23

Responses to "How Much Do You Think M-DCC Helped You in Reaching Your Current Ability Level?" by M-DCC Graduates

	Rating											
	No Help				Little Help				Some Help			
	Associate in Arts		Associate in Science		Associate in Arts		Associate in Science		Associate in Arts		Associate in Science	
Responses	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading Ability	46	2.1%	9	2.9%	109	5.0%	18	5.8%	517	23.9%	77	25.0%
Critical Thinking	33	1.6%	9	3.0%	112	5.4%	12	4.0%	571	27.4%	76	25.2%
Self-Understanding	22	1.1%	5	1.6%	98	4.8%	26	8.5%	648	31.7%	74	24.3%
Understanding Behavior	45	2.2%	9	3.0%	115	5.5%	21	7.0%	513	24.7%	82	27.3%
Career Preparation	93	4.5%	9	3.0%	174	8.4%	21	6.9%	504	24.3%	65	21.4%
Writing Ability	24	1.1%	6	2.0%	77	3.7%	19	6.2%	504	24.1%	64	21.0%
Basic Mathematics	81	3.9%	15	5.0%	176	8.5%	23	7.7%	553	26.7%	85	28.4%
Oral Presentation	73	3.5%	8	2.6%	192	9.3%	32	10.6%	589	28.5%	69	22.8%
Civic Responsibility	75	3.6%	7	2.3%	151	7.3%	14	4.6%	476	22.9%	37	12.2%
Natural Environment	40	1.9%	6	2.0%	158	7.6%	36	12.2%	645	31.2%	93	31.4%
Library Skills	79	3.8%	14	4.7%	174	8.4%	28	9.4%	602	29.1%	91	30.6%
Arts Appreciation	105	5.1%	9	3.1%	224	10.9%	34	11.7%	676	32.8%	90	30.9%

	Rating											
	Much Help				A Great Deal				Total			
	Associate in Arts		Associate in Science		Associate in Arts		Associate in Science		Associate in Arts		Associate in Science	
Responses	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading Ability	879	40.6%	135	43.8%	613	28.3%	69	22.4%	2,164	100.0%	308	100.0%
Critical Thinking	895	43.0%	119	39.4%	472	22.7%	86	28.5%	2,083	100.0%	302	100.0%
Self-Understanding	682	33.4%	87	28.5%	591	29.0%	113	37.0%	2,041	100.0%	305	100.0%
Understanding Behavior	851	41.0%	103	34.3%	554	26.7%	85	28.3%	2,078	100.0%	300	100.0%
Career Preparation	691	33.3%	93	30.6%	611	29.5%	116	38.2%	2,073	100.0%	304	100.0%
Writing Ability	904	43.2%	117	38.4%	583	27.9%	99	32.5%	2,092	100.0%	305	100.0%
Basic Mathematics	720	34.7%	89	29.8%	544	26.2%	87	29.1%	2,074	100.0%	299	100.0%
Oral Presentation	737	35.6%	101	33.4%	479	23.1%	92	30.5%	2,070	100.0%	302	100.0%
Civic Responsibility	761	36.6%	110	36.3%	614	29.6%	135	44.6%	2,077	100.0%	303	100.0%
Natural Environment	790	38.2%	98	33.1%	435	21.0%	63	21.3%	2,068	100.0%	296	100.0%
Library Skills	689	33.3%	95	32.0%	522	25.3%	69	23.2%	2,066	100.0%	297	100.0%
Arts Appreciation	678	32.9%	92	31.6%	378	18.3%	66	22.7%	2,061	100.0%	291	100.0%

Table 24

Responses to "How Much Do You Think M-DCC Helped You in Reaching Your Current Ability Level?" by Part- and Full-Time Students

Responses	Rating: No Help				Little Help				Some Help			
	Part-Time		Full-Time		Part-Time		Full-Time		Part-Time		Full-Time	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading Ability	32	2.8%	70	3.2%	108	9.5%	187	8.4%	314	27.5%	602	27.2%
Critical Thinking	17	1.5%	37	1.7%	59	5.2%	108	4.8%	291	25.5%	576	25.7%
Self-Understanding	41	3.6%	104	4.7%	86	7.6%	160	7.2%	277	24.4%	497	22.3%
Understanding Behavior	23	2.0%	50	2.2%	58	5.1%	121	5.4%	275	24.3%	539	24.1%
Career Preparation	40	3.5%	78	3.5%	84	7.4%	141	6.3%	260	22.9%	464	20.8%
Writing Ability	13	1.1%	33	1.5%	37	3.3%	87	3.9%	269	23.7%	525	23.4%
Basic Mathematics	31	2.7%	101	4.5%	82	7.2%	196	8.8%	302	26.6%	601	27.0%
Oral Presentation	34	3.0%	76	3.4%	102	9.0%	180	8.1%	311	27.5%	602	27.0%
Civic Responsibility	39	3.5%	110	5.0%	109	9.7%	226	10.2%	378	33.5%	688	31.1%
Natural Environment	23	2.0%	47	2.1%	81	7.2%	171	7.7%	336	29.9%	676	30.4%
Library Skills	61	5.4%	113	5.1%	142	12.6%	218	9.8%	344	30.6%	612	27.5%
Arts Appreciation	37	3.3%	78	3.5%	94	8.4%	173	7.8%	326	29.0%	654	29.4%

Responses	Rating: Much Help				A Great Deal				Total			
	Part-Time		Full-Time		Part-Time		Full-Time		Part-Time		Full-Time	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading Ability	418	36.7%	798	36.0%	268	23.5%	560	25.3%	1,140	100.0%	2,217	100.0%
Critical Thinking	486	42.7%	983	43.9%	286	25.1%	533	23.8%	1,139	100.0%	2,237	100.0%
Self-Understanding	398	35.1%	717	32.2%	333	29.3%	752	33.7%	1,135	100.0%	2,230	100.0%
Understanding Behavior	474	41.8%	894	40.0%	304	26.8%	630	28.2%	1,134	100.0%	2,234	100.0%
Career Preparation	419	37.0%	754	33.7%	330	29.1%	799	35.7%	1,133	100.0%	2,236	100.0%
Writing Ability	485	42.7%	949	42.2%	333	29.3%	653	29.1%	1,137	100.0%	2,247	100.0%
Basic Mathematics	421	37.1%	753	33.8%	298	26.3%	577	25.9%	1,134	100.0%	2,228	100.0%
Oral Presentation	417	36.9%	806	36.1%	265	23.5%	566	25.4%	1,129	100.0%	2,230	100.0%
Civic Responsibility	382	33.8%	713	32.3%	221	19.6%	473	21.4%	1,129	100.0%	2,210	100.0%
Natural Environment	445	39.6%	824	37.1%	240	21.3%	505	22.7%	1,125	100.0%	2,223	100.0%
Library Skills	347	30.8%	728	32.7%	231	20.5%	558	25.0%	1,125	100.0%	2,229	100.0%
Arts Appreciation	404	36.0%	708	31.9%	262	23.3%	608	27.4%	1,123	100.0%	2,221	100.0%

Table 25
Responses to "How Much Do You Think M-DCC Helped You In Reaching Your Current Ability Level?" by Day and Evening Students

	Rating											
	No Help				Little Help				Some Help			
	Day		Evening		Day		Evening		Day		Evening	
Responses	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading Ability	55	2.2%	18	2.4%	208	8.4%	86	11.5%	593	23.8%	179	23.9%
Critical Thinking	39	1.6%	14	1.8%	124	5.0%	38	4.9%	641	25.6%	199	25.8%
Self-Understanding	101	4.0%	30	3.9%	176	7.1%	63	8.2%	575	23.0%	181	23.6%
Understanding Behavior	55	2.2%	14	1.8%	132	5.3%	38	5.0%	597	23.9%	195	25.4%
Career Preparation	86	3.4%	31	4.0%	166	6.6%	50	6.5%	525	21.0%	177	23.0%
Writing Ability	37	1.5%	8	1.0%	91	3.6%	27	3.5%	581	23.1%	187	24.3%
Basic Mathematics	108	4.3%	20	2.6%	231	9.3%	43	5.6%	669	26.9%	206	26.8%
Oral Presentation	78	3.1%	25	3.3%	202	8.1%	76	9.9%	679	27.2%	199	26.0%
Civic Responsibility	109	4.4%	34	4.5%	237	9.6%	80	10.5%	793	32.1%	251	32.9%
Natural Environment	51	2.1%	18	2.4%	188	7.6%	58	7.6%	755	30.4%	223	29.3%
Library Skills	112	4.5%	53	7.0%	254	10.2%	94	12.3%	697	28.0%	235	30.8%
Arts Appreciation	76	3.1%	30	4.0%	182	7.3%	71	9.4%	723	29.1%	233	30.8%

	Rating											
	Much Help				A Great Deal				Total			
	Day		Evening		Day		Evening		Day		Evening	
Responses	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading Ability	973	39.1%	284	37.9%	658	26.5%	182	24.3%	2,487	100.0%	749	100.0%
Critical Thinking	1,093	43.7%	330	42.7%	605	24.2%	191	24.7%	2,502	100.0%	772	100.0%
Self-Understanding	833	33.4%	259	33.8%	810	32.5%	234	30.5%	2,495	100.0%	767	100.0%
Understanding Behavior	1,004	40.2%	324	42.2%	710	28.4%	196	25.6%	2,498	100.0%	767	100.0%
Career Preparation	866	34.7%	279	36.3%	856	34.3%	232	30.2%	2,499	100.0%	769	100.0%
Writing Ability	1,061	42.2%	335	43.5%	743	29.6%	213	27.7%	2,513	100.0%	770	100.0%
Basic Mathematics	853	34.2%	288	37.4%	630	25.3%	213	27.7%	2,491	100.0%	770	100.0%
Oral Presentation	913	36.6%	281	36.8%	622	24.9%	183	24.0%	2,494	100.0%	764	100.0%
Civic Responsibility	824	33.3%	240	31.5%	510	20.6%	158	20.7%	2,473	100.0%	763	100.0%
Natural Environment	929	37.4%	308	40.5%	560	22.6%	154	20.2%	2,483	100.0%	761	100.0%
Library Skills	815	32.7%	228	29.9%	612	24.6%	152	19.9%	2,490	100.0%	762	100.0%
Arts Appreciation	834	33.6%	250	33.0%	667	26.9%	173	22.9%	2,482	100.0%	757	100.0%

Table 26

Ratings of M-DCC Services

College -Wide and by Campus

Services Provided by the College	Responses: Did Not Know About Service Number	Did Not Know About Service Percent	Knew But Did Not Use Number	Knew But Did Not Use Percent	Used and Dissatisfied Number	Used and Dissatisfied Percent	Used and Satisfied Number	Used and Satisfied Percent	Number of Users	Percent Who Used	Percent of Users Who Were Satisfied
College-Wide											
Admissions & Registration	66	1.9%	78	2.2%	323	9.2%	3,041	86.7%	3,364	95.9%	90.4%
Financial Aid	135	3.9%	1,523	43.8%	347	10.0%	1,473	42.4%	1,820	52.3%	80.9%
Advisement & Counseling	46	1.3%	450	12.8%	571	16.3%	2,435	69.5%	3,006	85.8%	81.0%
Testing Office	520	15.0%	897	25.9%	201	5.8%	1,842	53.2%	2,043	59.0%	90.2%
Library	45	1.3%	246	7.0%	224	6.4%	2,983	85.3%	3,207	91.7%	93.0%
Bookstore	35	1.0%	57	1.6%	368	10.5%	3,035	86.8%	3,403	97.4%	89.2%
Reading, Writing, Math, or Study Skills Labs	117	3.4%	1,016	29.1%	273	7.8%	2,085	59.7%	2,358	67.5%	88.4%
Tutoring	522	15.1%	1,898	54.7%	200	5.8%	847	24.4%	1,047	30.2%	80.9%
Recreation & Athletic Programs	463	13.4%	1,823	52.6%	91	2.6%	1,086	31.4%	1,177	34.0%	92.3%
Cultural Programs and Events	622	18.0%	1,917	55.4%	93	2.7%	830	24.0%	923	26.7%	89.9%
Career Planning	740	21.4%	1,665	48.1%	177	5.1%	880	25.4%	1,057	30.5%	83.3%
Job Placement	820	23.7%	1,887	54.6%	238	6.9%	513	14.8%	751	21.7%	68.3%
Cafeteria	158	4.6%	1,161	33.5%	345	10.0%	1,801	52.0%	2,146	61.9%	83.9%
Campus Security	251	7.3%	1,733	50.1%	280	8.1%	1,195	34.5%	1,475	42.6%	81.0%
North Campus											
Admissions & Registration	39	2.1%	41	2.2%	173	9.2%	1,624	86.5%	1,797	95.7%	90.4%
Financial Aid	84	4.5%	722	38.8%	190	10.2%	866	46.5%	1,056	56.7%	82.0%
Advisement & Counseling	28	1.5%	219	11.7%	235	12.6%	1,385	74.2%	1,620	86.8%	85.5%
Testing Office	316	17.1%	492	26.6%	101	5.5%	939	50.8%	1,040	56.3%	90.3%
Library	22	1.2%	132	7.1%	94	5.0%	1,621	86.7%	1,715	91.8%	94.5%
Bookstore	77	4.0%	34	1.8%	173	9.0%	1,645	85.3%	1,818	94.2%	90.5%
Reading, Writing, Math, or Study Skills Labs	61	3.3%	507	27.2%	127	6.8%	1,169	62.7%	1,296	69.5%	90.2%
Tutoring	294	15.9%	989	53.5%	93	5.0%	474	25.6%	567	30.6%	83.6%
Recreation & Athletic Programs	236	12.8%	903	48.9%	47	2.5%	660	35.8%	707	38.3%	93.4%
Cultural Programs and Events	328	17.8%	1,028	55.7%	47	2.5%	442	24.0%	489	26.5%	90.4%
Career Planning	371	20.1%	846	45.8%	91	4.9%	538	29.1%	629	34.1%	85.5%
Job Placement	502	27.2%	940	51.0%	116	6.3%	286	15.5%	402	21.8%	71.1%
Cafeteria	85	4.6%	651	35.2%	185	10.0%	928	50.2%	1,113	60.2%	83.4%
Campus Security	135	7.3%	904	49.1%	173	9.4%	630	34.2%	803	43.6%	78.5%

Table 26

(continued)

Ratings of M-DCC Services

College -Wide and by Campus

Services Provided by the College	Responses: Did Not Know About Service		Knew But Did Not Use		Used and Dissatisfied		Used and Satisfied		Number of Users	Percent Who Used	Percent of Users Who Were Satisfied
	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
Kendall Campus											
Admissions & Registration	11	1.0%	22	2.0%	112	10.4%	929	86.5%	1,041	96.9%	89.2%
Financial Aid	35	3.3%	607	57.0%	99	9.3%	323	30.4%	422	39.7%	76.5%
Advisement & Counseling	9	1.3%	163	24.1%	233	34.4%	272	40.2%	505	74.6%	53.9%
Testing Office	141	13.3%	263	24.7%	66	6.2%	593	55.8%	659	62.0%	90.0%
Library	12	1.1%	70	6.5%	87	8.1%	903	84.2%	990	92.4%	91.2%
Bookstore	8	0.7%	19	1.8%	118	11.0%	926	86.5%	1,044	97.5%	88.7%
Reading, Writing, Math, or Study Skills Labs	40	3.7%	361	33.6%	99	9.2%	573	53.4%	672	62.6%	85.3%
Tutoring	170	15.9%	601	56.1%	72	6.7%	228	21.3%	300	28.0%	76.0%
Recreation & Athletic Programs	129	12.1%	626	58.5%	28	2.6%	287	26.8%	315	29.4%	91.1%
Cultural Programs and Events	218	20.4%	598	56.0%	25	2.3%	226	21.2%	251	23.5%	90.0%
Career Planning	251	23.5%	568	53.3%	54	5.1%	193	18.1%	247	23.2%	78.1%
Job Placement	224	21.0%	641	60.1%	68	6.4%	134	12.6%	202	18.9%	66.3%
Cafeteria	32	3.0%	339	31.7%	103	9.6%	594	55.6%	697	65.3%	85.2%
Campus Security	90	8.4%	586	54.9%	65	6.1%	327	30.6%	392	36.7%	83.4%
Wolfson Campus											
Admissions & Registration	16	3.3%	13	2.7%	33	6.7%	428	87.3%	461	94.1%	92.8%
Financial Aid	15	3.1%	172	35.4%	54	11.1%	245	50.4%	299	61.5%	81.9%
Advisement & Counseling	9	1.8%	64	13.0%	91	18.5%	328	66.7%	419	85.2%	78.3%
Testing Office	56	11.6%	125	25.9%	29	6.0%	273	56.5%	302	62.5%	90.4%
Library	10	2.0%	40	8.1%	43	8.8%	398	81.1%	441	89.8%	90.2%
Bookstore	10	2.0%	4	0.8%	73	14.9%	402	82.2%	475	97.1%	84.6%
Reading, Writing, Math, or Study Skills Labs	16	3.3%	131	26.8%	46	9.4%	295	60.5%	341	69.9%	86.5%
Tutoring	52	10.8%	269	56.0%	34	7.1%	125	26.0%	159	33.1%	78.6%
Recreation & Athletic Programs	89	18.5%	257	53.4%	15	3.1%	120	24.9%	135	28.1%	88.9%
Cultural Programs and Events	64	13.2%	252	52.1%	18	3.7%	150	31.0%	168	34.7%	89.3%
Career Planning	104	21.5%	221	45.7%	26	5.4%	133	27.5%	159	32.9%	83.6%
Job Placement	82	17.0%	269	55.9%	46	9.6%	84	17.5%	130	27.0%	64.6%
Cafeteria	35	7.3%	145	30.1%	51	10.6%	250	52.0%	301	62.6%	83.1%
Campus Security	19	3.9%	206	42.7%	38	7.9%	220	45.5%	258	53.4%	85.3%

Table 26

(continued)

Ratings of M-DCC Services

College -Wide and by Campus

Services Provided by the College	Responses: Did Not Know About Service		Knew But Did Not Use		Used and Dissatisfied		Used and Satisfied		Number of Users	Percent Who Used	Percent of Users Who Were Satisfied
	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
Medical Center Campus											
Admissions & Registration	0	0.0%	2	3.1%	5	7.7%	58	89.2%	63	96.9%	92.1%
Financial Aid	1	1.5%	22	33.3%	4	6.1%	39	59.1%	43	65.2%	90.7%
Advisement & Counseling	0	0.0%	4	6.1%	12	18.2%	50	75.8%	62	93.9%	80.6%
Testing Office	7	10.6%	17	25.8%	5	7.6%	37	56.1%	42	63.6%	88.1%
Library	1	1.5%	4	6.1%	0	0.0%	61	92.4%	61	92.4%	100.0%
Bookstore	10	13.2%	0	0.0%	4	5.3%	62	81.6%	66	86.8%	93.9%
Reading, Writing, Math, or Study Skills Labs	0	0.0%	17	25.8%	1	1.5%	48	72.7%	49	74.2%	98.0%
Tutoring	6	9.1%	39	59.1%	1	1.5%	20	30.3%	21	31.8%	95.2%
Recreation & Athletic Programs	9	13.6%	37	56.1%	1	1.5%	19	28.8%	20	30.3%	95.0%
Cultural Programs and Events	12	18.2%	39	59.1%	3	4.5%	12	18.2%	15	22.7%	80.0%
Career Planning	14	21.2%	30	45.5%	6	9.1%	16	24.2%	22	33.3%	72.7%
Job Placement	12	18.2%	37	56.1%	8	12.1%	9	13.6%	17	25.8%	52.9%
Cafeteria	6	9.1%	25	37.9%	6	9.1%	29	43.9%	35	53.0%	82.9%
Campus Security	7	10.6%	37	56.1%	4	6.1%	18	27.3%	22	33.3%	81.8%

Table 27

Ratings of M-DCC Services by M-DCC Graduate Type*

Services Provided by the College	Responses: Did Not Know About Service		Knew But Did Not Use		Used and Dissatisfied		Used and Satisfied		Number of Users	Percent Who Used	Percent of Users Who Were Satisfied
	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
Associate in Arts											
Admissions & Registration	33	1.6%	46	2.3%	182	9.0%	1,763	87.1%	1,945	96.1%	90.6%
Financial Aid	73	3.6%	952	47.4%	203	10.1%	781	38.9%	984	49.0%	79.4%
Advisement & Counseling	25	1.2%	271	13.4%	356	17.6%	1,370	67.8%	1,726	85.4%	79.4%
Testing Office	277	13.8%	538	26.8%	103	5.1%	1,087	54.2%	1,190	59.4%	91.3%
Library	24	1.2%	129	6.4%	126	6.2%	1,747	86.2%	1,873	92.4%	93.3%
Bookstore	17	0.9%	31	1.7%	24	1.3%	1,734	96.0%	1,758	97.3%	98.6%
Reading, Writing, Math, or Study Skills Labs	63	3.1%	646	31.9%	147	7.3%	1,166	57.7%	1,313	64.9%	88.8%
Tutoring	292	14.6%	1,158	57.7%	115	5.7%	441	22.0%	556	27.7%	79.3%
Recreation & Athletic Programs	256	12.7%	1,091	54.2%	47	2.3%	620	30.8%	667	33.1%	93.0%
Cultural Programs and Events	362	18.0%	1,126	56.0%	47	2.3%	476	23.7%	523	26.0%	91.0%
Career Planning	419	20.9%	1,014	50.5%	101	5.0%	473	23.6%	574	28.6%	82.4%
Job Placement	460	22.9%	1,159	57.7%	132	6.6%	258	12.8%	390	19.4%	66.2%
Cafeteria	688	26.4%	688	26.4%	197	7.6%	1,033	39.6%	1,230	47.2%	84.0%
Campus Security	140	7.0%	1,062	52.8%	157	7.8%	651	32.4%	808	40.2%	80.6%
Associate in Science											
Admissions & Registration	7	2.3%	6	1.9%	31	10.0%	265	85.8%	296	95.8%	89.5%
Financial Aid	13	4.3%	121	39.8%	30	9.9%	140	46.1%	170	55.9%	82.4%
Advisement & Counseling	6	1.9%	49	15.9%	40	13.0%	213	69.2%	253	82.1%	84.2%
Testing Office	68	22.3%	92	30.2%	17	5.6%	128	42.0%	145	47.5%	88.3%
Library	4	1.3%	32	10.6%	16	5.3%	251	82.8%	267	88.1%	94.0%
Bookstore	4	1.3%	5	1.6%	28	9.2%	267	87.8%	295	97.0%	90.5%
Reading, Writing, Math, or Study Skills Labs	13	4.3%	92	30.4%	21	6.9%	177	58.4%	198	65.3%	89.4%
Tutoring	47	15.8%	150	50.3%	20	6.7%	81	27.2%	101	33.9%	80.2%
Recreation & Athletic Programs	43	14.6%	164	55.6%	12	4.1%	76	25.8%	88	29.8%	86.4%
Cultural Programs and Events	53	18.0%	170	57.6%	8	2.7%	64	21.7%	72	24.4%	88.9%
Career Planning	58	19.3%	140	46.5%	16	5.3%	87	28.9%	103	34.2%	84.5%
Job Placement	64	21.5%	154	51.9%	18	6.1%	61	20.5%	79	26.6%	77.2%
Cafeteria	96	24.8%	96	24.8%	33	8.5%	162	41.9%	195	50.4%	83.1%
Campus Security	23	7.7%	127	42.5%	32	10.7%	117	39.1%	149	49.8%	78.5%

*Responses of three graduates who earned the Associate in General Studies were aggregated with the responses of students who earned the Associate in Arts degree.

Table 28

Ratings of M-DCC Services by Part- and Full-Time Students

Services Provided by the College	Responses: Did Not Know About Service		Knew But Did Not Use		Used and Dissatisfied		Used and Satisfied		Number of Users	Percent Who Used	Percent of Users Who Were Satisfied
	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
Part-Time											
Admissions & Registration	22	1.9%	30	2.6%	105	9.1%	1,001	86.4%	1,106	95.5%	90.5%
Financial Aid	54	4.7%	598	52.1%	88	7.7%	407	35.5%	495	43.2%	82.2%
Advisement & Counseling	11	0.9%	156	13.5%	192	16.6%	800	69.0%	992	85.6%	80.6%
Testing Office	190	16.7%	325	28.5%	60	5.3%	564	49.5%	624	54.8%	90.4%
Library	15	1.3%	108	9.4%	62	5.4%	968	84.0%	1,030	89.3%	94.0%
Bookstore	9	0.8%	25	2.2%	113	9.8%	1,006	87.3%	1,119	97.1%	89.9%
Reading, Writing, Math, or Study Skills Labs	44	3.8%	318	27.6%	105	9.1%	684	59.4%	789	68.5%	86.7%
Tutoring	180	15.7%	624	54.6%	69	6.0%	270	23.6%	339	29.7%	79.6%
Recreation & Athletic Programs	154	13.5%	622	54.4%	25	2.2%	342	29.9%	367	32.1%	93.2%
Cultural Programs and Events	193	16.9%	683	59.8%	30	2.6%	236	20.7%	266	23.3%	88.7%
Career Planning	260	22.8%	550	48.3%	58	5.1%	271	23.8%	329	28.9%	82.4%
Job Placement	268	23.5%	657	57.6%	61	5.3%	155	13.6%	216	18.9%	71.8%
Cafeteria	68	5.9%	495	43.3%	80	7.0%	501	43.8%	581	50.8%	86.2%
Campus Security	84	7.4%	621	54.4%	79	6.9%	358	31.3%	437	38.3%	81.9%
Full-Time											
Admissions & Registration	43	1.9%	47	2.1%	209	9.1%	1,986	86.9%	2,195	96.1%	90.5%
Financial Aid	80	3.5%	906	39.9%	247	10.9%	1,036	45.7%	1,283	56.5%	80.7%
Advisement & Counseling	34	1.5%	283	12.4%	366	16.1%	1,596	70.0%	1,962	86.1%	81.3%
Testing Office	322	14.3%	558	24.7%	134	5.9%	1,245	55.1%	1,379	61.0%	90.3%
Library	29	1.3%	132	5.8%	156	6.8%	1,964	86.1%	2,120	92.9%	92.6%
Bookstore	26	1.1%	31	1.4%	250	11.0%	1,972	86.5%	2,222	97.5%	88.7%
Reading, Writing, Math, or Study Skills Labs	69	3.0%	686	30.1%	161	7.1%	1,362	59.8%	1,523	66.9%	89.4%
Tutoring	332	14.7%	1,242	54.8%	127	5.6%	564	24.9%	691	30.5%	81.6%
Recreation & Athletic Programs	303	13.4%	1,173	51.8%	63	2.8%	727	32.1%	790	34.9%	92.0%
Cultural Programs and Events	420	18.5%	1,203	53.1%	59	2.6%	584	25.8%	643	28.4%	90.8%
Career Planning	466	20.6%	1,096	48.4%	113	5.0%	591	26.1%	704	31.1%	83.9%
Job Placement	539	23.8%	1,208	53.5%	172	7.6%	341	15.1%	513	22.7%	66.5%
Cafeteria	87	3.8%	652	28.8%	260	11.5%	1,266	55.9%	1,526	67.4%	83.0%
Campus Security	162	7.2%	1,087	48.1%	197	8.7%	816	36.1%	1,013	44.8%	80.6%

Table 29

Ratings of M-DCC Services by Day and Evening Students

Services Provided by the College	Responses: Did Not Know About Service		Knew But Did Not Use		Used and Dissatisfied		Used and Satisfied		Number of Users	Percent Who Used	Percent of Users Who Were Satisfied
	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
Day											
Admissions & Registration	44	1.7%	57	2.2%	224	8.7%	2,236	87.3%	2,460	96.1%	90.9%
Financial Aid	87	3.4%	1,072	42.2%	261	10.3%	1,120	44.1%	1,381	54.4%	81.1%
Advisement & Counseling	35	1.4%	320	12.5%	397	15.6%	1,801	70.5%	2,198	86.1%	81.9%
Testing Office	366	14.5%	661	26.1%	130	5.1%	1,371	54.2%	1,501	59.4%	91.3%
Library	31	1.2%	152	6.0%	161	6.3%	2,209	86.5%	2,370	92.8%	93.2%
Bookstore	29	1.1%	42	1.6%	275	10.8%	2,206	86.4%	2,481	97.2%	88.9%
Reading, Writing, Math, or Study Skills Labs	79	3.1%	763	29.9%	191	7.5%	1,520	59.5%	1,711	67.0%	88.8%
Tutoring	368	14.5%	1,400	55.2%	129	5.1%	641	25.3%	770	30.3%	83.2%
Recreation & Athletic Programs	317	12.5%	1,323	52.1%	66	2.6%	831	32.8%	897	35.4%	92.6%
Cultural Programs and Events	446	17.6%	1,374	54.1%	67	2.6%	651	25.7%	718	28.3%	90.7%
Career Planning	537	21.2%	1,214	47.9%	123	4.9%	661	26.1%	784	30.9%	84.3%
Job Placement	600	23.7%	1,377	54.4%	165	6.5%	391	15.4%	556	22.0%	70.3%
Cafeteria	88	3.5%	701	27.6%	284	11.2%	1,467	57.8%	1,751	68.9%	83.8%
Campus Security	184	7.3%	1,271	50.2%	214	8.4%	865	34.1%	1,079	42.6%	80.2%
Evening											
Admissions & Registration	19	2.4%	17	2.2%	75	9.6%	667	85.7%	742	95.4%	89.9%
Financial Aid	42	5.5%	390	50.6%	63	8.2%	275	35.7%	338	43.9%	81.4%
Advisement & Counseling	9	1.2%	110	14.1%	130	16.7%	530	68.0%	660	84.7%	80.3%
Testing Office	129	16.8%	200	26.1%	54	7.0%	384	50.1%	438	57.1%	87.7%
Library	11	1.4%	82	10.6%	48	6.2%	635	81.8%	683	88.0%	93.0%
Bookstore	3	0.4%	14	1.8%	71	9.2%	687	88.6%	758	97.8%	90.6%
Reading, Writing, Math, or Study Skills Labs	28	3.6%	224	29.0%	64	8.3%	456	59.1%	520	67.4%	87.7%
Tutoring	130	17.0%	420	54.9%	54	7.1%	161	21.0%	215	28.1%	74.9%
Recreation & Athletic Programs	120	15.7%	415	54.2%	19	2.5%	212	27.7%	231	30.2%	91.8%
Cultural Programs and Events	144	18.9%	461	60.4%	18	2.4%	140	18.3%	158	20.7%	88.6%
Career Planning	173	22.6%	375	49.1%	44	5.8%	172	22.5%	216	28.3%	79.6%
Job Placement	184	24.1%	435	56.9%	56	7.3%	90	11.8%	146	19.1%	61.6%
Cafeteria	61	8.0%	411	53.7%	40	5.2%	254	33.2%	294	38.4%	86.4%
Campus Security	53	6.9%	391	51.1%	52	6.8%	269	35.2%	321	42.0%	83.8%

Table 30

Responses to "How Would You Rate the Overall Quality of Instruction Provided at M-DCC?"

College-Wide and by Campus

Campus	Rating										Total	
	Excellent		Good		Average		Fair		Poor			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
College-Wide	1,158	32.6%	1,956	55.0%	382	10.7%	43	1.2%	15	0.4%	3,554	100.0%
North	668	35.0%	1,003	52.5%	206	10.8%	24	1.3%	8	0.4%	1,909	100.0%
Kendall	295	27.2%	647	59.7%	119	11.0%	15	1.4%	7	0.6%	1,083	100.0%
Wolfson	176	35.5%	272	54.8%	44	8.9%	4	0.8%	0	0.0%	496	100.0%
Medical Center	19	28.8%	34	51.5%	13	19.7%	0	0.0%	0	0.0%	66	100.0%

Table 31

Responses to "How Would You Rate the Overall Quality of Instruction Provided at M-DCC?" by Student Subgroups

	Rating											
	Excellent		Good		Average		Fair		Poor		Total	
Subgroup	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Part-Time	380	32.2%	640	54.3%	136	11.5%	17	1.4%	6	0.5%	1,179	100.0%
Full-Time	754	32.6%	1,287	55.6%	237	10.2%	26	1.1%	9	0.4%	2,313	100.0%
Total	1,134	32.5%	1,927	55.2%	373	10.7%	43	1.2%	15	0.4%	3,492	100.0%
Day	832	32.1%	1,468	56.7%	247	9.5%	34	1.3%	8	0.3%	2,589	100.0%
Evening	263	32.9%	413	51.7%	107	13.4%	9	1.1%	7	0.9%	799	100.0%
Total	1,095	32.3%	1,881	55.5%	354	10.4%	43	1.3%	15	0.4%	3,388	100.0%
Associate in Arts	644	31.5%	1,146	56.1%	218	10.7%	27	1.3%	7	0.3%	2,042	100.0%
Associate in Science	126	40.1%	144	45.9%	40	12.7%	3	1.0%	1	0.3%	314	100.0%
Associate in General Studies	1	33.3%	2	66.7%	0	0.0%	0	0.0%	0	0.0%	3	100.0%
Total	771	32.7%	1,292	54.8%	258	10.9%	30	1.3%	8	0.3%	2,359	100.0%

Table 32

Responses to "Did You Feel That Faculty at M-DCC Cared About Your Progress and Wanted You to Succeed?"

College-Wide and by Campus

	Rating									
	Yes, Most of the Time		Yes, Sometimes		Only Occasionally		Usually Not		Total	
Campus	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
College-Wide	1,966	55.3%	1,241	34.9%	280	7.9%	68	1.9%	3,555	100.0%
North	1,093	57.4%	629	33.0%	145	7.6%	37	1.9%	1,904	100.0%
Kendall	529	48.8%	431	39.7%	100	9.2%	25	2.3%	1,085	100.0%
Wolfson	311	62.2%	154	30.8%	30	6.0%	5	1.0%	500	100.0%
Medical Center	33	50.0%	27	40.9%	5	7.6%	1	1.5%	66	100.0%

Table 33

Responses to "Did You Feel That Faculty at M-DCC Cared About Your Progress and Wanted You to Succeed?" by Student Subgroup

Subgroup	Rating: Yes, Most of the Time		Yes, Sometimes		Only Occasionally		Usually Not		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Part-Time	643	54.5%	403	34.2%	105	8.9%	28	2.4%	1,179	100.0%
Full-Time	1,291	55.8%	817	35.3%	167	7.2%	39	1.7%	2,314	100.0%
Total	1,934	55.4%	1,220	34.9%	272	7.8%	67	1.9%	3,493	100.0%
Day	1,431	55.3%	915	35.3%	203	7.8%	40	1.5%	2,589	100.0%
Evening	444	55.4%	276	34.5%	60	7.5%	21	2.6%	801	100.0%
Total	1,875	55.3%	1,191	35.1%	263	7.8%	61	1.8%	3,390	100.0%
Associate in Arts	1,090	53.2%	746	36.4%	166	8.1%	45	2.2%	2,047	100.0%
Associate in Science	203	64.6%	90	28.7%	16	5.1%	5	1.6%	314	100.0%
Associate in General Studies	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3	100.0%
Total	1,295	54.8%	837	35.4%	182	7.7%	50	2.1%	2,364	100.0%

Table 34

Responses to "Did You Feel That Other Personnel at M-DCC Cared About Your Progress and Wanted You to Succeed?"

College-Wide and by Campus

	Rating									
	Yes, Most of the Time		Yes, Sometimes		Only Occasionally		Usually Not		Total	
Campus	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
College-Wide	1,423	40.2%	1,369	38.6%	491	13.9%	260	7.3%	3,543	100.0%
North	789	41.5%	729	38.3%	246	12.9%	138	7.3%	1,902	100.0%
Kendall	376	34.9%	441	40.9%	173	16.1%	87	8.1%	1,077	100.0%
Wolfson	231	46.3%	170	34.1%	68	13.6%	30	6.0%	499	100.0%
Medical Center	27	41.5%	29	44.6%	4	6.2%	5	7.7%	65	100.0%

Table 35

Responses to "Did You Feel That Other Personnel at M-DCC Cared About Your Progress and Wanted You to Succeed?" by Student Subgroup

	Rating									
	Yes, Most of the Time		Yes, Sometimes		Only Occasionally		Usually Not		Total	
Subgroup	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Part-Time	495	42.3%	427	36.5%	151	12.9%	98	8.4%	1,171	100.0%
Full-Time	905	39.2%	918	39.7%	332	14.4%	156	6.8%	2,311	100.0%
Total	1,400	40.2%	1,345	38.6%	483	13.9%	254	7.3%	3,482	100.0%
Day	1,020	39.4%	1,028	39.7%	353	13.6%	186	7.2%	2,587	100.0%
Evening	335	42.2%	282	35.6%	115	14.5%	61	7.7%	793	100.0%
Total	1,355	40.1%	1,310	38.8%	468	13.8%	247	7.3%	3,380	100.0%
Associate in Arts	769	37.8%	805	39.5%	305	15.0%	157	7.7%	2,036	100.0%
Associate in Science	142	45.7%	110	35.4%	39	12.5%	20	6.4%	311	100.0%
Associate in General Studies	2	66.7%	0	0.0%	1	33.3%	0	0.0%	3	100.0%
Total	913	38.9%	915	38.9%	345	14.7%	177	7.5%	2,350	100.0%

Table 36

Summary of Responses to Item 1 by Theme and Subcategory with Sample Responses

Item 1: The best instructors I had at M-DCC were those who ...	n	%
Theme 1: Interpersonal skills of the teacher		
Subcategories		
* Concern for students (e.g., "really cared about their students and what they taught;" "took an honest interest in the success of their students;" "who provided some sense of concern for students present situation and future in school.")	331	39.7
* Availability (time) to students (e.g., "said, if you don't understand, I will be here after the class;" "were in their office when I needed them or when they were scheduled to be there;" "encouraged us to drop by their office.")	94	11.3
* Provide feedback/answers questions	40	4.8
* Encouragement - positive motivation	36	4.3
* Fairness in grading	7	0.8
* Good listener	6	0.7
Theme 2: Teaching ability and/or methods		
Subcategories		
* Thorough explanations (e.g., "took time to present the class with important notes rather than just assigning reading;" "explained the information through life examples;" "provided illustrations in order to make sure students understood the subject.")	80	9.6
* Knowledgeable and interesting (e.g., "taught with interest, energy, and patience;" "kept the class interesting with real life applications;" "were passionate about their work.")	75	8.9
* Challenged students/high expectations	38	4.6
* Emphasized learning over grades	34	4.1
* Use of different teaching methods	29	3.5
No response to this item	64	7.7
Total	834	100.0

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Table 37

Summary of Responses to Item-2 by Theme and Subcategory with Sample Responses

Item (2): The best courses I had at M-DCC were those in which I ...	n	%
Theme 1: Factors external to the student		
Subcategories		
* Teacher made the difference (e.g., "the professor encouraged us to speak out and show our feelings on the matter;" "accelerated due to the encouragement of the instructor;" "had a passion for the subject that was sparked by a good professor.")	126	15.1
* Applicable to career/"real" world (e.g., "felt an understanding for the relationship between the class itself and the real world application;" "felt I gained essential knowledge for my career;" "was able to think of many ways in which I am going to use these things in the future.")	125	15.0
* Participative vs. directed (e.g., "interacted verbally;" "had a chance to put into practice what I was learning by participation in the class;" "had some latitude in the direction I chose to take projects.")	120	14.4
* Research projects/class presentations (e.g., "had to do a research paper where I had to get the information myself from other sources;" "had to do research and express myself in front of the class.")	12	1.4
Theme 2: Factors internal to the student		
Subcategories		
* **Interested in the subject**	95	11.4
* **Learned something**	83	10.0
* **Demanding - worked hard in**	67	8.0
* **Received a good grade**	59	7.1
* **Enjoyed the class**	27	3.2
* **Use of critical thinking skills**	26	3.1
* **Improved self**	10	1.2
No response to this item	84	10.1
Total	834	100.0

Table 38

Summary of Responses to Item 3 by Theme and Subcategory with Sample Responses

Item (3): One thing that would most improve the educational experience at M-DCC is ...	N	%
Theme 1: Faculty or student issues		
Subcategories		
* Interpersonal skills (e.g., "more personal concern for the students;" "more communication between students and faculty;" "for instructors to make more time for students.")	101	12.1
* Quality of faculty (e.g., have more class observations to see what the teachers are doing; "hire teachers who are young and excited about their jobs.")	63	7.6
* Teaching methods (e.g., "give more homework;" "study groups for each class;" "more group discussions in the classroom;" "teachers who make students read more.)	40	4.8
* Student commitment	35	4.2
Theme 2: Administrative issues		
Subcategories		
* Overall concern for the student (e.g., "more communication about available services;" "simplify the registration and admissions process;" "more understanding counselors.")	77	9.2
* Budget-related issues (e.g., "more extracurricular activities;" "more counseling services;" "more teachers;" "more cultural programs and activities.)	70	8.4
* Course offerings/availability	53	6.4
* College standards	30	3.6
* Class size	28	3.4
* Teacher/course evaluations	17	1.9
* Financial assistance	15	1.8
* Other	8	0.8
Theme 3: Other (e.g., facilities or equipment)		
Subcategories		
* Computers, labs, tutors, and library	28	3.4
No response to this item	270	32.4
Total	834	100.0

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Summary of Responses to Item 4 by Theme and Subcategory with Sample Responses

		n	%
Item (4): <u>It made a real impression on me when someone at M-DCC ...</u>			
Theme 1: Favorable impressions			
Subcategories			
*	Concern for students (e.g., "showed that education is open to all regardless of race, nationality, etc.;" "helped me believe in my potentials and that I will and could succeed graduating with honors; gave me confidence;" "failed me to make me realize that college is not a joke;" "cared to understand and tried to help me.")	355	42.6
*	Recognized as an individual (e.g., "was interested in me as a person and not as an ID number constantly.")	50	6.0
*	Success of graduates (e.g., got accepted into an Ivy league college;" "became an outstanding student with honors at a university.")	39	4.7
*	Availability to students (e.g., "offered assistance after class hours.")	33	4.0
*	Communications outside of class (e.g., "called my house to see what was happening to my grades when they declining a bit.")	16	1.9
*	Reputation of M-DCC (e.g., "told me that we are the number one junior college in America;" "informed me about the good qualities the school had to offer.")	11	1.3
Theme 2: Unfavorable impressions			
Subcategory			
*	General (e.g., "when I was graded unfairly;" "could not help me to get advisement and counseling right away;" "refused to advise me and handed me a list of the requirements for my degree.")	17	2.0
	No response to this item	111	17.5
	Total	834	100.0

Appendix A

GRADUATING STUDENT SURVEY

Directions: You are being asked to complete this survey to provide information that will help improve the quality of education students receive at M-DCC. Your answers are confidential, and only group information will be reported.

Student Number:_ _ _ _ _ _ _

Which of the following factors helped you to succeed at M-DCC?
(Mark all that apply)

_____1. Good entering level of academic skills
_____2. Courses applied to my career
_____3. Family
_____4. Friends
_____5. Faculty and advisors
_____6. Enough money and financial aid
_____7. Time to go to school
_____8. Really wanted to get a degree
_____9. Other (What?_____)

*****Which ONE of the factors you marked was MOST critical to your success?__ *****

Why did you select M-DCC? (Mark all that apply)

_____ Location
_____ Cost
_____ Quality/Reputation
_____ Specific programs offered
_____ Entrance requirements
_____ Availability of financial aid
_____ Friends go here
_____ Other (What?_____)

Use the following scale to rate how satisfied your are with your current ability level compared to your fellow students:

```
----------1---------2---------3---------4---------5----------
very dissatisfied          neutral          very satisfied
```

_____ Ability to write effectively
_____ Ability to think critically
_____ Ability to read and understand college-level material
_____ Ability to speak and present information orally
_____ Knowledge of basic mathematics
_____ Understanding of human behavior
_____ Knowledge of the natural environment
_____ Library research skills
_____ Appreciation for the arts
_____ Sense of civic and social responsibility
_____ Preparation for a career
_____ Understanding of self, including talents, interests, and limitations

How rate how much you think M-DCC helped you in reaching your current ability level using the following scale:

```
---1---------2---------3---------4---------5---
no help    little    some help    much    a great deal
```

_____ Ability to write effectively
_____ Ability to think critically
_____ Ability to read and understand college-level material
_____ Ability to speak and present information orally
_____ Knowledge of basic mathematics
_____ Understanding of human behavior
_____ Knowledge of the natural environment
_____ Library research skills
_____ Appreciation for the arts
_____ Sense of civic and social responsibility
_____ Preparation for a career
_____ Understanding of self, including talents, interests, and limitations

(continued on other side)

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Please rate these services provided by the College using the following scale:

1= did not know about service
2= knew about service but did not use it
3= used service and was dissatisfied
4= used service and was satisfied

_____ Admissions & registration
_____ Financial aid
_____ Advisement & Counseling
_____ Testing office
_____ Library
_____ Bookstore
_____ Reading, writing, math, or study skills labs
_____ Tutoring
_____ Recreation & athletic programs
_____ Cultural programs and events
_____ Career planning
_____ Job placement
_____ Cafeteria
_____ Campus security

How would you rate the overall quality of instruction provided at M-DCC?
_____ Excellent
_____ Good
_____ Average
_____ Fair
_____ Poor

Did you feel that faculty at M-DCC cared about your progress and wanted you to succeed?
_____ Yes, most of the time
_____ Yes, sometimes
_____ Only occasionally
_____ Usually not

Did you feel that other personnel at M-DCC cared about your progress and wanted you to succeed?
_____ Yes, most of the time
_____ Yes, sometimes
_____ Only occasionally
_____ Usually not

Were you mainly a part-time or full-time student?
_____ part-time (less than 12 hours per semester)
_____ full-time (12 or more hours per semester)

What time did you take most of your courses?
_____ Day
_____ Evenings

For each of the following items, please briefly respond by completing the sentence in the space provided.

The best instructors I had at M-DCC were those who....

The best courses I had at M-DCC were those in which I....

One thing that would most improve the educational experience at M-DCC is....

It made a real impression on me when someone at M-DCC....

HJB:ab
Institutional Research
May, 1991

AB030.1

Appendix B

Names of Miami-Dade Community College employees who were cited for their good work by graduating students
N = 377

Abascal, Juan Dr. (Eng.)
Ackman, Kenneth (Bus. Law)
Adams, Charlie
Agras, Norma (Math)
Agustine, Frank (Crim. J.)
Alban, Hugh C. (Math)
Alderfer, Milton (Marketing)
Alexander, Mr. (Hum.)
Allonce, Ruz (Math)
Anders, Walters (Talent S.)
Anderson (Math)
Andreoli, Michael (Math)
Andrews, Doug (Psy.)
Anwyl, Robert (Sociology)
Archibald, John (Aviation)
Arteaga, Elio (Comm. Arts)
Augustine, Frank (Crim. J.)
Aurichio, Biaggio (Italian)
Austin, Teresa (English)
Baldwin, Frederick (Econo.)
Ballester, Adelaida
Balmori, Chritine? (Acct.)
Banson, Mr.
Baron, Don
Barry, Roy (Soc. Science)
Bateman, Mr. (Nutrition)
Battle, Margarita (Spanish)
Beavin, Charlie
Benedictis, Mr. (English)
Bennett, William
Bercelli, Charlotte (Math)
Bergen, George (Eng.)
Berger, Adele (Math)
Bergman, Richard (Perf. Arts)
Berkey, Dr.
Bernaducci, Ms. (Bus.)
Bernstein, Edward Dr. (Math)
Bethards
Betran, (Math)
Bevin, Charlie (Managem.)
Blake, Jim (English)
Bland, Leon (Fun. Serv. Ed.)
Blazejack, Deena? (English)
Blitzer, Bob (Math)
Bonallo, Barbara (English)
Bonsanti, Neil (Art)
Boose, (Humanities)
Bosso, Mr.
Bosstick, Maurice (Math)
Bowe, Mary
Brady, Ray (Soc./Antho.)
Brechner, Robert (Managem.)
Bretos, Dr.
Brezner, Jeffrey Dr. (Manag.)
Brodsky, Mike (Biology)
Brown, Jay
Brown, Jorge (Speech)
Brown, Dr.
Brown, Lester (Math)
Brown, Dr. (Math)
Brown, Jo-Ann (Inst Sup Sev)
Bryant, Ms. (English)
Buckley, Susan (Math)
Buhr, Dr.
Burns, (Psy.)
Burrus, Tom (Natural Env.)
Bustamante, Linda (Music)
Calixto, Mr. (W. Hist.)
Cancedo, Alex
Castell, (Spanish)
Castillo, Sandra? (Coll. Core)
Cepeda, Bettye (Stu. Activ.)
Chao, Alfonso (Arch.)
Clark, Juan Dr. (Soc.)
Clark, Cheryl (English)
Coffie, Yvonne (Counseling)
Cohen, (Psy.)
Collins, (Criminal J.)
Connors, Ms. (English)
Conroy, Pat (Business)
Cooper, Debra (Acad. A.)
Cossino, Mrs.
Covert, Ralph (Funeral Serv.)
Cox, Charles Dr. (Hist.)
Crawford, Joyce
Crenshaw, Richard (Computer)
Cruse, Joanna (Econ.)
Cubisson, Mary? (Hist Pos Eco)
Cunningham, John (Math)
Cura, Juan C. (Arch. Dep.)
Damas, Gillermin (Math)
Danger, Ivonne
Daugherty, Mrs.
Davis, Joyce
Davis, Gary (English)
Dawkins, Nora (Eng/Grammar)

De la Cruz, Raul (Psy.)
De Armas, Oscar (Arch/Engin.)
Decarlo, Michael
Denison, Robin
Diaz, Jose (Math)
DiMaris, Dr. (English)
Dirks, Paul (Nat. Sciences)
Donovan, Richard (English)
Dougherty, Joan (Bus.)
Duff, Mr.
Duffy, Edward (Entrep. Inst.)
Durums
Edmundson, Nell (Bus. Math)
Elenor (SLS)
Eliason, Howard Dr. (Psy)
Evers, Rebecca (Biology/Soc)
Farley
Fass
Fernandez, Mauro
Ferrante, Mario
Ferrante, Joan (Trav/Tour)
Firestone, Bruce (English)
Fisher, Ronnie Mr. (Psy.)
Fonseca, Mrs.
Francis, Cyril (Hist/Pol Sc)
Fuller, Mrs. (Glenn)
Garcia, Maria (Account.)
Gearhart, Darwin (Fun. Serv)
Ger, Dr.
Gerker, Donna (Math)
Gersten, Carol
Gibson, Josepeh? (Bus.)
Gil, Jack
Gilbert, Wilbur? (Microbio)
Goll, Robert (Math)
Gonzalez, Angie (Psy./ISS)
Gonzalez, Ileana? (English)
Gonzalez, Marina
Gorman, Mr.
Gottlieb, Dorma (Chem.)
Graig, (Humanities/Art)
Granros, Fred (Math)
Grant, Sam (Comm. Art)
Gravel, David (Philosophy)
Gravels, Mrs.
Gray, James (Acct.)
Greco, Eugene? Dr.
Green, J. Mrs.
Groseclose, Carol (Exer. Sc.)
Gross, Dr. (Anatomy/Physio)
Grossholz, Mr.
Guerin, Martin (ENS Speech)
Guttman, Robin
Hajdukewiez, Bill (Math)
Hand, Maryjane (English)
Hanna, Cassandria (Perf Art)
Hargis, Eddie (Crim. Just.)
Harris, Mr. (English)
Harvis, (English)
Hendrix, Nora (Soc. Science)
Hernandez, Mrs. (Psy)
Hershel, Mrs. (Hum.)
Hilber, Betsy Dr. (Indp. St)
Hoffman, Linda
Hogan
Hospital, Carolina (W. Hist.)
Howard, Pat (English)
Humphry
Hydechvich, Mr. (Math)
Ihlew, Mr. (Math)
Jackson, Jim Dr. (Psy)
Jaffe, Dr.
Janh, George (MGF)
Johnson, Morris Dr. (Polt Sc)
Journey
Kem-Jadner, Marylin
Kercheval, Barbara (Phys. Ed)
Kevin, (GGS)
Kitner, Jon (Art/Philosophy)
Klezmer, Dr. (Early Ch. Edu.)
Kolsky, Ms. (EDF)
Krakevick
Kreutle, Joseph Dr. (Bus.)
Kurt
La Guerre, Mrs.
Lamazares, Ivonne (Eng.)
Lancy, Phil
Landsea, Bonnie (Dietetic Tech)
Langsam, Marvin (Behav. Stud)
Lanigan
Larkins, Margaret Dr. (Behav.)
Lee, Jeff (Sociology)
Leggett, Ana (ICJ Adm. Just)
Leonard, Dorothea Dr. (Psy)
Lero, Susan (Supp. Serv.)
Lesser, Sim Mrs. (EEC)
Lester, John C. (Math)
Lewis, Patrick
Liang, Kaiyang Dr. (Math)
Lictman, Eric (English)
Ligich
Ligus
Link, Ronald Dr. (English)
Lobisson, Mrs.
Loehman
Lombard,
Long, Sheila Dr. (Sec. Career)
Longsom, Marvin

Lopez, Oswaldo (Foreing L.)
Lopez, Encarnacion Dr. (Chem.)
Lowerly, Barbara (Perf. Art)
Machado, Eduardo (English)
Madden, William (Comm Art)
Malligan, Alphonso (Juv. Del.)
March, Tony (Film)
Mari, Manuel
Marie, Maria
Marinas, Ms. (Math)
Marshall, Mr. (Elect. Dept)
Martin, Barbara
Martinez, Olga (Micro)
Martinez, Olga (Music)
Mast, Richard Dr. (Microbio)
Matas, Adriana (Math)
Matos, Ms.
McAlpin, Bruce (Biology)
McCleoud
McCrink, Carmen
McNair, Joseph (Int. Tc Ed.)
McWhorter,James (Earth Sc)
Medro, Ms. (First Aid)
Michaels, Mr.
Mickelson, Donald Dr.
Migliaccio, Chris (Env. Sc.)
Miller
Milmed, Joyce (Math)
Mir, Armando (Bus.)
Miron, Stanley (English)
Monrad, Bahai (Math)
Montoya, Rolando (Economics)
Moore, Robert (Arch.)
Mora, Frank (Soc. Env.)
Mormen, Mr.
Mosley, Alexander (Market.)
Moutran, Joseph (Management)
Muniz, Tony
Munoz, German (Soc. Env.)
Napoli, Vince (Sociology)
Neal, Jeff (Microcomp.)
Nichols, Cecil Dr. (Behv. St)
Nicolas (DEP)
Noah, Dr.
O'Conner, Dorothy (Adv.)
Oliver, Lorren (Crim. J.)
Orlin, Susan (Read/Writ)
Orr, Donald (Math)
Ortega, Mrs. (Acct.)
Pantser, Mr.
Pappas, Anthony Dr. (Chem)
Parker, Cheryl (Trav/Tours)
Patino, Ralph (Bus. Law)
Peat, Josett Ms. (English)
Pedraza, Teresita
Perdue, Bennie (Adv/Couns)
Perez, Salina Elena (Eng.)
Pero, Patty
Pervatt, Dorothy
Philp, Eton (English)
Pierce, Mr.
Pinkard, Dr.
Pittmen, Floyde
Powers, David Dr. (Psy.)
Prieto, Mrs.
Primus, William T. (Ame. Gov.)
Pryor, John (Drama)
Raia, Joseph (English)
Reed, Gabe
Regye, Dr. (Economics)
Reichenbach, Robert (Microecon)
Richards, Marvin Dr. (Chem)
Richardson, Mr.
Richey, Eric
Riek, Mr.
Ritchie, (English)
Rivera, Luz (DEP)
Roach, Dr.
Roatta, Liliane J. (F. Languag)
Roberts, Patricia (Hum.)
Robins, (English)
Robinson, Christine (English)
Rodriguez, Conchita (Trav. Op.)
Rodriguez, Ray
Rogers, (Acct.)
Rosado
Rose, Ann (English)
Rosen, Mrs. (Psy.)
Rosenfeld, Cathy (English)
Rowe, Mary (Bus.)
Rubio, Magali (Advisor)
Rumsey
Salinas, Jorge (Chem)
Sanchez, Candido (Math)
Sanders, David (Math)
Sandor, (Math)
Sargent, Paula (Dean/Acd. Aff)
Scard, (Psy.)
Schaefer, Douglas Dr. (Pol. Sc)
Schroeder, David (English)
Schultz, Sandra (Phys. Ed)
Scott, Margaret (Advicement)
Scurry, Henry (Biology)
Secada, Jon
Segovia, Mr. (Math)
Sendler, Greg
Senfeld, Leonore (Math)
Shaikh, Saeed (Electronics)

Shalfer, Douglas
Shannon
Sharon, Dr.
Shickman, Dr. (Electron. Dept)
Sicard, Gerald (Psy)
Skellings, Louise (English)
Smith, Ruth (Soc. Env.)
Smith, David (Graphic)
Soriano
Sosa, Ms.
Spitzer, David (Philosophy)
Standley, Mrs. (English)
Steel, Mrs.
Steinmetz, Mrs.
Sterns
Stewart, Karen (Dance)
Stritter, Richard (Comp.)
Takovich, John (Phys. Educ.)
Tarles, Darlene
Tavy, Jose
Taylor, Jim (Behav. Stu.)
Taylor, Luther (Behav. St.)
Teah, Mr.
Texon, Wanda
Thelma (Math Lab)
Thiele, Robert (Philo)
Thomas, Dr. (Math)
Thomas, Mrs.
Thurber, Frank (Phys. Ed.)
Tizziani, Mr.
Tohann, Dr.
Toney, Ansel
Townsend, Peter (English)
Tracy, Evie, Dr. (Hum. Rel)
Tranthem, Mr. (English)
Trapp
Trevor, (Math)
Tucker, Mr.
Udy, Robert
Urely
Uszerowicz, Victor (Eng.)
Vasquez, Hector (Music)
Vingina
Wadle, David (Speech)
Walker, Ms. (Nutrition)
Walton, Michel (Computer)
Ward, Ruth (English)
Warren, Willie (Phys. Ed.)
Warren, Patricia
Washington, Mrs. (Eng.)
Wellon, Paul
Wescott, Jeanne (W. Hist.)
Whipple, Mr.
White, Dr.
Williams, Jack (Photog.)
Williams, Mr. (Math)
Wilson, Larry Dr. (Bio.)
Wolf, James (Philosophy)
Wright, Carolyn (Psy.)
Yaffa, Harold (Biology)
Yanez, Mary (Math)
Young, Frances (Speech)
Zerlin, Chet
Zicherozi

Miami-Dade Community College

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